NWT Labour Force Development Plan: 2002-2007

... A Workable Approach

Northwest Territories Education, Culture and Employment
March 2002

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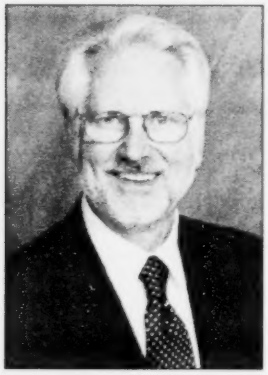
Message from the Minister



On April 1, 1999, the Northwest Territories (NWT) was redefined and two new territories were established. The leaders of the new NWT have chosen a path leading towards a better tomorrow.

They envision a prosperous and self-reliant territory where all northerners work together to achieve their full potential and enjoy a good quality of life.

The Department of Education, Culture and Employment (ECE) has the main responsibility for ensuring that northerners have the necessary education and skills to achieve prosperity and self-reliance. ECE's updated strategic plan, *People: Our Focus for the Future,* provides the overall framework for working toward this goal. The *NWT Labour Force Development Plan: 2002-2007,* is part of this broad strategy. It provides a blueprint for helping northerners acquire the education and skills needed to participate meaningfully in their communities and families.

This Plan builds on the accomplishments achieved by the 1997 *NWT Labour Force Development Plan – A Workable Approach.* The 1997 Plan was designed to help NWT adults get and keep jobs. Today, more northerners are participating in the labour force and fewer are dependent on income assistance.

A multi-sector forum held in Yellowknife in December 2000, evaluated the 1997 *NWT Labour Force Development Plan* and set priorities for the new Plan to 2007. This forum is an example of the willingness of northerners to work together to achieve labour force development successes. Partnerships and alliances among individuals, community organizations, governments and businesses are necessary for moving forward. They are also necessary for individual and community wellness.

The *Common Ground – NWT Economic Strategy 2000,* identifies emerging opportunities available to the NWT in the mining and oil and gas industries, and in the construction, transportation and service sectors. New work opportunities are also available for northerners in evolving government organizations, education, health and social services. Tourism and service businesses offer a range of other employment options. In the coming decade, it will be possible for every northerner to have a job.

I am committed to collaborating with my colleagues in the NWT Legislative Assembly and with all other northerners to achieve a prosperous future for our territory. ECE has prepared the *NWT Labour Force Development Plan: 2002-2007, to* ensure that northerners have the skills and knowledge to participate in and benefit from the many opportunities before us. By working together, we can make this happen. Labour force development helps all of us do the work we want and achieve the quality of life we desire.

Jake Ootes

The Honourable Jake Ootes
Minister of Education, Culture and Employment

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Executive Summary

The 14th Legislative Assembly is committed to assisting northerners to actively participate in and benefit from the many opportunities occurring in the NWT. The Assembly has identified five priorities to be achieved over its term:

1. improved social well-being,
2. better governance through partnerships,
3. a balanced, diversified, stable and vibrant northern-controlled economy,
4. self-reliant government at all levels, and
5. maximizing northern employment.

Strengthening the skills and knowledge of working age adults in the NWT is essential to achieving these priorities.

Education, Culture and Employment (ECE) has updated the *NWT Labour Force Development Plan (NWT LFDP): 2002-2007,* to provide the framework for stimulating collaboration among individuals and organizations in the NWT and for building and enhancing skills and knowledge. Skills and knowledge are a prerequisite for self-reliance, economic security and full participation in the workplace and throughout society. This document is tied operationally to the Department's overall strategies, *People: Our Focus for the Future* (2000) and *Towards Literacy: A Strategic Framework 2001-2005.* It is linked philosophically and practically to other strategies such as the *Maximizing Northern Employment Strategy* (2001), the *Human Resource Development Proposal Related to Non-Renewable Resources in the NWT* (2000), and the *Strategy for Addictions, Mental Health and Family Violence in the NWT* (2001).

The *NWT Labour Force Development Plan: 2002-2007,* builds on the successes achieved by the 1997 *NWT Labour Force Development Plan* and responds to the direction provided by a cross-section of NWT business, government and non-government organizations, consulted in late 2000. They suggested that the *NWT Labour Force Development Plan: 2002-2007,* focus on:

- improving education levels,
- integrating wellness with labour force development measures,
- meeting apprenticeship and technology training needs,
- filling gaps in labour market information and communication, and
- addressing labour force development needs in all sectors.

By addressing these items, NWT employers expect that more northerners will be in a better position to take up existing and new work opportunities in all economic sectors.

The *NWT Labour Force Development Plan: 2002-2007,* broadly targets all working age adults (persons 15 years of age and older) but gives priority to three groups with the greatest need for skills and knowledge:

1. unemployed adults;
2. youth; and
3. underemployed adults.

Seven Principles Guide Labour Force Development in the NWT

Seven principles provide the foundation for labour force development activities:

- ongoing opportunities to develop and enhance knowledge and skills,
- access to appropriate, relevant, transferable, high quality education and training programs,
- supports to assist people to achieve and maintain wellness,
- equal access to, and an equal right to participate in, education, training and work opportunities,
- access to a coherent system of labour force development programs,
- programs that are accountable to the people they serve, and
- shared responsibility for ensuring northerners have the skills and knowledge for full citizenship.

The *NWT Labour Force Development Plan: 2002-2007,* provides an extensive action plan with more than 80 policy, strategy, community support and program adjustment measures. The measures are strengthened and linked through partnerships, alliances, and labour market information and exchange. The action plan has three main components – Building a Foundation, Skill Enhancement and Supporting Change.

Components of the NWT Labour Force Development Action Plan

Building a Foundation describes what must be done to make sure that working age northerners have the basic education and career development opportunities to actively and successfully participate in all aspects of society. *Skill Enhancement* identifies the measures needed to help people gain specific skills and work experience, and employers to find and keep suitable workers. *Supporting Change* proposes measures for improving wellness, financial and information supports that people need to successfully participate in education, training and work activities.

Building a Foundation

Basic education and career services activities are directed at building a coherent service system that offers appropriate programming options in every NWT community.

- Basic education activities are strategically linked to *People: Our Focus for the Future* (2000) and the initiatives outlined in *Towards Literacy: A Strategy Framework 2001-2005*, as well as the framework provided by the *Adult Literacy and Basic Education (ALBE) Directive*. Activities include ongoing educator training, standardized ALBE curricula and development of instructional resources, evaluation activities, integrated learner supports and strong basic education partnerships. Access to Grade 12-level education (high school graduation or equivalent) will be available in all NWT communities through community learning centres, schools, community organizations or on-line learning programs. Skill levels needed in the NWT and Canadian labour markets are rising and a minimum of Grade 12 is often required to access jobs and further education.
- Career services activities follow the direction provided in the *Departmental Directive for Career Development Across the Lifespan*. Career services activities are coordinated and integrated with a variety of other educational, employment and human services. These activities will strengthen relationships among NWT schools, Aurora College and regional career centres.

Skill Enhancement

Skills training and employment services initiatives are designed around healthy and well-supported partnerships that work toward more comprehensive and effective programs and services. The GNWT will work with a wide variety of partners, including NWT schools, Aurora College, Aboriginal and public governments, private business and the voluntary/ non-profit sector.

- Skills training activities are built on strong, multi-sector partnerships that develop and adhere to occupational standards, facilitate planning and support a wide-range of training activities in all spheres of NWT society. These activities emphasize work and skills exposure, and training and hands-on experiences particularly related to trades, technology and professional occupations.
- Employment services initiatives use existing, and create new labour market partnerships to build human and organizational capacity to encourage work opportunities and comprehensive employment services. Examples include Local Labour Market Partnership Fund and the Northern Employment Support Initiative.

Supporting Change

Income and personal support services and labour market information activities work toward a coherent system that is accessible to all northerners regardless of where they live or their personal circumstances.

- Income and personal support activities will more clearly define roles and responsibilities for these services; encourage human service agencies to work together; provide more complete service information to the people who need it and continue to monitor services to address any inconsistencies.
- Labour market information activities rely on a variety of partnerships and media to inform northerners of work trends and demographic changes. The NorthWIN web site (*www.workinfonet.ca/NorthWIN*) is a central mechanism for providing northerners with the information they need to make good education, career and work decisions.

Labour force development is a shared responsibility. Documenting and communicating best partnership practices will provide models for everyone to work together. The GNWT has a central role in assisting northerners to acquire skills and knowledge. It will invest financial, infrastructure and human resources to implement the *NWT Labour Force Development Plan: 2002-2007,* to achieve this outcome.

Planning for Labour Force Development

A Plan is a Tool for Managing Change

In April 1999, the new NWT was created. Compared to the NWT of the past, the new territory has only 33 communities, a smaller and more concentrated population, and a host of new social, economic and political opportunities. But just as in the past, Northerners have a better chance of participating in new opportunities if they have a strong base of skills and knowledge.

NWT governments and industries are doing business differently than a decade ago. Global influences are spurring growth in the NWT's tourism, mining and oil and gas industries. Global influences mean that businesses must work better and smarter to compete and survive. World trade, environmental and fiscal pressures also influence the work of northern governments. Businesses and governments are challenged to work smarter to manage the complex issues they face. One way of working smarter is to regularly update and increase the skills and knowledge of workers to handle new challenges in the workplace.

In the NWT and elsewhere in Canada, a variety of non-profit and private agencies now deliver many human services once provided directly by governments. Within this environment, the quality, cost and accessibility of health, social, education, cultural, sport and recreation services is debated widely. Access to skilled human service workers is one factor fuelling this debate. These workers are in demand around the world. NWT employers are among those searching the globe for skilled and knowledgeable medical, educational and social service professionals. Northerners with the skills to provide these services will benefit from the range of exciting work opportunities available in the NWT.

Internet and satellite communication systems and robotic and electronic equipment are some of the technologies that have had a profound influence on how we work and live in the north. These technologies allow more northerners to work with others within and outside their community, and in new and different industries. They require northerners to acquire new information management and technological skills and knowledge. Whether applying for a job, serving as a board member of a community organization or attending college or university, virtually everything that northerners might want to do, requires strong technological, literacy and information management skills. The demand for these skills is so profound that the 21st century is called the *'knowledge era'*.

The scope of change taking place in the NWT is powerful and significant. Planning can help NWT residents to anticipate and prepare for change. It can help northerners achieve their potential and fully participate in the new NWT.

Understanding the Terms:

***The labour force** is made up of working age adults (15 years of age and older) who are employed or unemployed and looking for work. (Adults not working for wages or who participate in the traditional economy and are not looking for work, are not considered part of the labour force.)*

***Labour force development** is the ongoing enhancement of skills and knowledge among people of working age.*

***The labour market** has two parts – supply and demand. Labour supply refers to working age adults but often focuses on those who are unemployed and want wage earning work. Labour demand is the wage earning work available throughout society.*

***Labour force development** planning is a process that plots a course of action to manage the effects of changes in the labour market. The course of action benefits both the worker and the employer and usually involves a series of adjustment measures such as training, career and employment services and labour market information.*

In 1997, the GNWT Department of Education, Culture and Employment released the *NWT Labour Force Development Plan – A Workable Approach*. The 1997 Plan was one of six strategies designed to assist the government of the day to achieve its economic priorities. The 1997 Plan has shown that a thoughtful approach to labour force development is a way to help northerners achieve real benefits from the changes occurring around them.

The most noticeable changes have taken place in small NWT communities where more working age people:

- are active in the labour force,
- have jobs,
- have achieved higher-level education and training,
- have more skills and knowledge to participate in society, and
- are more self-reliant and less dependent on income support programs.

While there have been improvements, efforts must continue to help smaller communities take full advantage of current opportunities in the labour market.

The unemployment rate has dropped from 17% in 1994 to 8.8% in November 2001. Participation, particularly amongst Aboriginal people in the labour force and educational pursuits has increased significantly. Currently, the NWT has the highest employment rate in Canada, followed closely by Alberta.

The NWT Labour Force Development Plan: 2002-2007

Updating the 1997 NWT Labour Force Development Plan

The *1997 NWT Labour Force Development Plan – A Workable Approach* was developed from an analysis of labour supply and demand data and extensive public consultation. To update the 1997 Plan, ECE convened a two-day forum, involving representatives from a cross-section of NWT business, government and non-government organizations. The forum, held in Yellowknife in December 2000, was designed to evaluate the 1997 Plan and provide a direction for addressing NWT labour market needs and issues over the next five years.

The proceedings from the forum were posted on the NorthWIN web site for public information and comment. Information from the evaluation and planning forum was supplemented by:

- an internal review of outcomes and outputs of the 1997 Plan,
- an analysis of labour market data, and
- an assessment of other relevant strategies, plans and priorities.

Report Card: 1997 NWT Labour Force Development Plan Report Card

- The **model** for the 1997 Plan is a workable approach for labour force development in the NWT.
- The **goal** of "northern workers with the skills and knowledge needed to secure wage employment in the land in which they live" is still appropriate, but the new plan must emphasize the important role that wellness plays in economic self-reliance. The GNWT's Social Agenda is a key component of an integrated labour force development plan.
- The 1997 Plan was built on five **principles** – lifelong learning, shared obligations and responsibilities, enhancing access and equity, coherence and accountability. These are still relevant.
- Most of the initiatives contained in the 1997 **action plan** are just beginning to positively impact the NWT labour market. Many of these initiatives should be continued, consolidated and/or expanded.

Representatives from the NWT's business, government and non-government sectors who met to evaluate the 1997 *NWT Labour Force Development Plan* agree that the goals and actions of the updated labour force development plan should:

1. continue to improve education levels,
2. respond to apprenticeship and technology training needs,
3. fill gaps in labour market information and communication,
4. integrate wellness and labour force development measures, and
5. address labour force development needs in all sectors.

Specific initiatives were recommended:

a. Place greater emphasis on building generic skills/knowledge that are transferable among sectors.
b. Develop and implement occupational standards for more types of jobs.
c. Consistently and aggressively promote a culture of learning and skill development among all labour force stakeholders.
d. Actively support healthy labour force development partnerships.
e. Disseminate more information about best NWT training and partnership practices.
f. Recognize and accommodate special needs and circumstances in education, training and workplaces.
g. Recognize NWT cultures and the labour market circumstances in smaller communities.

Focussing Efforts 2002-2007

Enhancing Participation and Partnerships

A key goal of the *NWT Labour Force Development Plan: 2002-2007* is to improve collaboration among individuals and organizations in the NWT. The result will be northerners with enhanced skills and knowledge, self-reliance, economic security, and the ability to participate in the workplace and society. This goal reflects the aspirations of NWT residents, leaders and the strategic direction of the GNWT. It also recognizes the rapidly changing environment in the new NWT and in the workplace.

A labour force development plan has implications for every sector of the northern economy and all aspects of NWT society. A labour force development plan benefits:

- **Workers** because it can help them gain the skills and knowledge needed to be successful.
- **Employers** because it will allow them to fill vacancies with northern labour; improve worker efficiencies and effectiveness in the workplace; contribute to more profitable businesses; and lead to better quality services.
- **Labour force development partners** including educational institutions, the private sector, employers and governments because it can assist with planning, collaboration and investment decisions.

The Working Age Population

In March 2002, there are 29,300 working age adults (15 years of age and older) in the NWT. The *NWT Labour Force Development Plan: 2002-2007,* broadly targets all northerners of working age but gives priority to those groups with the greatest need for skills and knowledge:

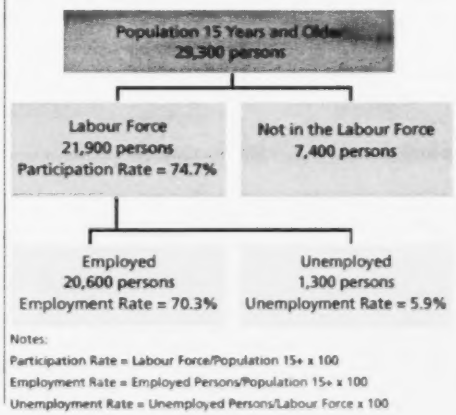
- Unemployed adults – people who are not working for wages (1,300) and people who are not in the labour force (7,400).
- Youth – people 15 to 24 years of age who are entering or have entered the labour force. There are about 700 young people a year entering the labour force; only 40% have completed high school.
- Adults who are underemployed – people who are working but want to take on more complex or demanding work, earn better wages, or work in a different occupation. The number of adults who consider themselves to be underemployed is unknown.

Those in the NWT labour force with the greatest need for skills and knowledge tend to be similar. They are likely to:

- live in small communities with limited work, educational and training opportunities,
- have low levels of formal education, weak literacy and few wage-earning skills,
- be Aboriginal,
- have wellness issues that limit their ability to consistently participate in the labour force, and
- be affected by their own or a family member's disability that limits participation in education, training and work activities.

Figure 1

NWT Labour Force Activity, March 2002



Notes:
Participation Rate = Labour Force/Population 15+ x 100
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Source: NWT Bureau of Statistics

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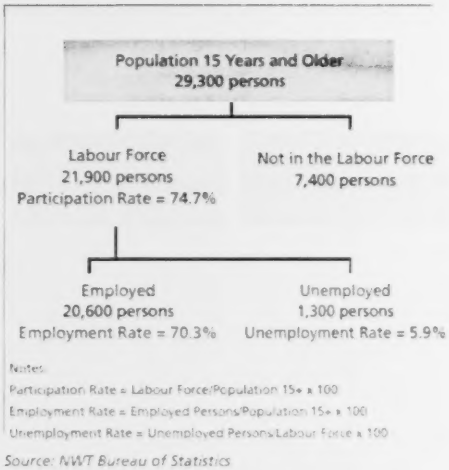

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Source: NWT Bureau of Statistics

Seven Principles Guide Labour Force Development in the NWT

The principles underlying labour force development activities in the NWT ensure that the issues facing working age adults are addressed within a consistent philosophical framework and are implicit in all initiatives.

1. Lifelong Learning

Regardless of personal, social or economic circumstances, people of all ages have ongoing opportunities to develop and enhance their knowledge and skills.

Lifelong learning is a process of enhancing skills and knowledge across the lifespan. People may pursue education, take training in their workplace and participate in activities in the home or community. Ongoing opportunities to develop and enhance skills and knowledge spring from an interconnected system of learning programs and services, and from positive public attitudes and support for lifelong learning. Activities that are successful in assisting people to develop and enhance their skills and knowledge recognize and balance the needs of the individual with those of the family, community and society in general. They are accessible, flexible, and help people to keep pace with changing work requirements, workplaces and communities.

2. Quality, Relevance and Transferability

Working age adults have access to appropriate, relevant, transferable and high quality education and training programs.

People who have access to appropriate, relevant, transferable and high quality education and training programs are most likely to be successful in achieving their life goals. Education and training programs are appropriate when they respect and acknowledge individual needs and aspirations. They are relevant when learning occurs within the context of personal and local priorities and learners can apply their skills and knowledge. Good education and training programs keep pace with changing needs and are relevant and sequential. Education and training programs that adhere to standards enable learners to transfer skills and knowledge to the workplace or to further education and training. Programs that are supported in the community, are linked to other personal and community services, and are delivered by well-trained, professional personnel who offer a high quality learning experience.

3. Wellness

People have supports to help them achieve and maintain wellness.

Wellness is good health of the body, mind and emotions. Wellness enables people to successfully participate in education, work and other activities. Workers who are well are more likely to be productive, able to work safely, and meet workplace security and substance abstinence criteria.

Wellness programs are holistic in their approaches. They help people recognize and deal with the trauma and stresses associated with past experiences such as loss of connection to family, community, culture, and/or language. They also help people to deal with current stresses in their personal lives. They are available to people of all ages, whether they themselves are unwell, or they are affected by the condition of a family or community member. Wellness programs are part of an interconnected system of services that support and encourage people to be all that they can.

4. Access and Equity

All people have equal access to, and an equal right to participate in, education, training and work opportunities.

Equal access and participation may be limited by factors such as the design or distribution of programs, opportunities and institutional or public policy. Inconsistent application of program standards and guidelines as well as poorly

connected programs can create gaps in services that may result in inequities. Personal circumstances may also pose barriers to access and participation, thus limiting opportunities to acquire skills and knowledge, or get and keep work.

Coherent programs that are well communicated to the public help people to overcome barriers to education, training and work opportunities. Equity legislation and policies that are reflected in program design and implementation help to make education, training and workplaces inclusive environments, both philosophically and in practice.

5. Coherence

All people have access to a coherent system of labour force development programs that facilitate progressive development and ensure individual and societal benefit.

In a coherent system of labour force development programs, education, training, employment, career, wellness and information initiatives are linked and work together. Roles and responsibilities are clear. Individuals and service providers collaborate to ensure that needs are met and programs function without gaps. People who need assistance are comfortable seeking it. They have access to interconnected programs that are made known to them and make sense. In a coherent system of labour force development programs, duplication is reduced or eliminated, resources are used effectively, and partnerships function at all levels. Intra and inter-community and regional cooperation ensures that a full range of interconnected programs are available.

6. Accountability

Programs are accountable to the people they serve, are standards-based, results-oriented, and measurable in a way that is meaningful and appropriate to all northerners.

The public, employers and governments want to make sure that they are getting the best value for their investment. They want to know that the programs they support are achieving the intended results. They want to make sure that skills acquired in education and training programs are marketable and transferable, and lead to greater participation in, and benefits to, society.

Accountable programs and services are based on well-understood needs or targets. Standards are set and adhered to in a professional and consistent manner. Intended outputs, outcomes and measurement indicators are established prior to implementation. Regular monitoring, evaluation and broad communication of results involves the people who sponsor, use and are affected by the program. Evaluation becomes a valued tool for guiding public investments, decision-making and engendering support for programs that are meaningful and appropriate to northerners.

7. Shared Obligations and Responsibilities

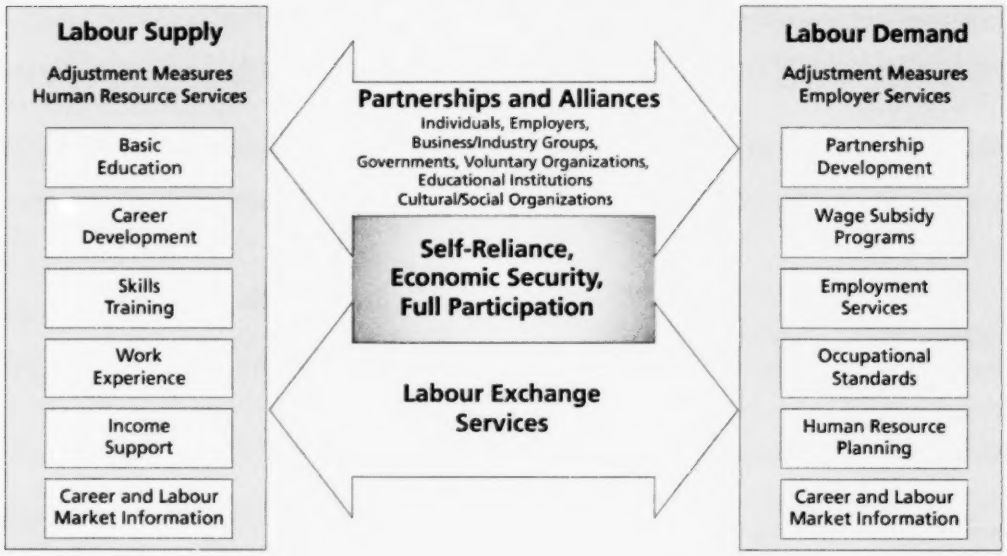
Everyone has a responsibility to ensure that northerners of all ages have the skills and knowledge for full citizenship.

Families are responsible for providing emotional and physical support to enhance learning and development of their members. Community organizations, employers, learning institutions and governments share responsibility for making sure a full range of learning and skill development opportunities are available. Governments have a key role in helping people accept and fulfill their responsibility for skill and knowledge development. Working together through partnerships is the best way to ensure that responsibilities are shared in a manner that is not too cumbersome for anyone.

The Model for Labour Force Development in the NWT

The model for labour force development in the NWT seeks a better balance between labour supply and demand. Adjustment measures are the way that the model seeks to achieve this goal. The measures are strengthened and linked through partnerships, alliances and labour market information and exchange. The model considers the circumstances and challenges in the labour market within the context of the targets, principles and goals for labour force development in the NWT.

Labour Force Development Model



The Action Plan

The action plan for labour force development in the NWT has three main components:

- Building a Foundation.
- Skill Enhancement.
- Supporting Change.

Within each component, adjustment measures are anticipated in policies, strategies, community supports and/or programs.

Components of the NWT Labour Force Development Action Plan

The action plan for labour force development reports on the outcomes of adjustment measures implemented under the 1997 *NWT Labour Force Development Plan* and identifies those that will be pursued to the year 2007. Labour force development is an ongoing process. Real change takes time. Many of the initiatives begun in 1997 will be continued between 2002-2007. The implementation schedule for the action plan is attached in Appendix A.

A Detailed Look at the Action Plan

Building a Foundation

Basic Education identifies what must be done to make sure that NWT adults have the essential literacy, numeracy and employability skills to live competently. Career Services examines the important role of career development in helping people make informed decisions about work, training, education and lifestyle options.

Skill Enhancement

Skills Training examines ways in which people get specific skills to fully participate in the workplace. *Employer Services* focuses on helping employers find and keep suitable workers through recruitment and workplace training supports.

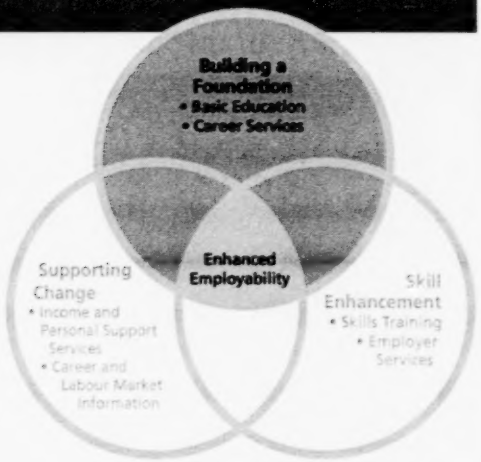
Supporting Change

Income and Personal Support Services describe financial and wellness supports for people participating in education and training programs and preparing to move into the workplace. *Career and Labour Market Information* examines the supports individuals and employers need to develop plans and make decisions.

BUILDING A FOUNDATION

Goal

Consistent with the goal of the NWT Literacy Strategy, "Towards Literacy; A Strategy Framework 2001-2005", all NWT working age youth and adults will develop and maintain the skills, knowledge and attitudes necessary for the workplace and to play effective roles as citizens, parents, community members, consumers and learners.



Basic Education

Towards Literacy: A Strategy Framework 2001-2005, defines literacy as *"an individual's ability to listen, speak, read, write, view, represent, compute and solve problems in one or more of the NWT official languages at levels of proficiency necessary to function in the family, in the community and on the job."*

Literacy is typically acquired through formal schooling. In the labour market, twelve years of elementary and secondary education is considered a basic education. Basic education is the foundation that people need to participate in the workplace and acquire further education and training. The Conference Board of Canada lists the skills that workers need as literacy, numeracy, critical thinking, problem solving, information management and technology skills. Required abilities include a strong sense of responsibility, adaptability, teamwork and independent learning. These skills and abilities can be acquired more easily with at least a high school education and work experience.

A basic education helps individuals to make smooth transitions through work, education and training. Without it, people are more likely to be marginalized in society and less likely to exercise the full rights of citizenship. As well, they are less likely to have good health and well-being.

The Current Situation

Over the past decade, education levels in the NWT have improved and more northern adults are able to actively participate in society. Still, the 1999 *NWT Labour Force Survey* reports that over 9,400 NWT working age adults had not achieved Grade 12.

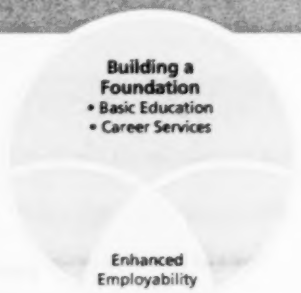
NWT adults can acquire Grade 12 or an equivalent education through:

- a full or part-time Adult Literacy and Basic Education (ALBE) program leading to high school equivalency. ALBE programs are available at each of the three Aurora College campuses, 12 NWT Community Learning Centres (CLCs), and in the remaining 22 communities as funds allow. ALBE is based on a standardized curriculum that includes six levels of courses, ranging from basic literacy to course work at the advanced Grade 12 level. ALBE programs can be individualized to meet learner needs.

BUILDING A FOUNDATION

Goal

Consistent with the goal of the NWT Literacy Strategy, "Towards Literacy; A Strategy Framework 2001-2005", all NWT working age youth and adults will develop and maintain the skills, knowledge and attitudes necessary for the workplace and to play effective roles as citizens, parents, community members, consumers and learners.



Basic Education

Towards Literacy: A Strategy Framework 2001-2005, defines literacy as *"an individual's ability to listen, speak, read, write, view, represent, compute and solve problems in one or more of the NWT official languages at levels of proficiency necessary to function in the family, in the community and on the job."*

Literacy is typically acquired through formal schooling. In the labour market, twelve years of elementary and secondary education is considered a basic education. Basic education is the foundation that people need to participate in the workplace and acquire further education and training. The Conference Board of Canada lists the skills that workers need as literacy, numeracy, critical thinking, problem solving, information management and technology skills. Required abilities include a strong sense of responsibility, adaptability, teamwork and independent learning. These skills and abilities can be acquired more easily with at least a high school education and work experience.

A basic education helps individuals to make smooth transitions through work, education and training. Without it, people are more likely to be marginalized in society and less likely to exercise the full rights of citizenship. As well, they are less likely to have good health and well-being.

The Current Situation

Over the past decade, education levels in the NWT have improved and more northern adults are able to actively participate in society. Still, the 1999 *NWT Labour Force Survey* reports that over 9,400 NWT working age adults had not achieved Grade 12.

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- access programs linked to a college certificate or diploma programs. These programs are available at each of the three Aurora College campuses and in some community learning centres.
- the General Educational Development (GED) program that provides a Grade 12 equivalency based on prior learning experiences. Aurora College and other service providers help people to prepare for standardized GED exams.
- full or part-time attendance at a community high school. Individuals 21 years and younger are encouraged to attend high school. Older adults may attend high school if no other local options are available for acquiring a Grade 12 education.
- independent study or correspondence courses through Divisional Education Councils (DECs) and Aurora College.
- on-line learning technologies that provide access to education programs. These services are provided in conjunction with Aurora and Chinook College through schools or CLCs but are not yet available in **all** NWT communities.

Other programs and services may be available for NWT adults who want to upGrade their levels of adult literacy and basic education. Examples include:

- community literacy projects that are a bridge for people not yet ready to enter higher level ALBE or another type of educational program.
- job readiness, life skills and pre-employment programs that have an adult literacy and basic education component.
- *Community Skills for Work* projects with an adult literacy and basic education component for people receiving Income Assistance.
- workplace literacy and training programs.
- the University-College Entrance Program (UCEP), which helps Dene and Inuit students who need no more than two semesters of upgrading.
- correctional centre programs.
- supports for disabled.
- supports for seniors.
- Aboriginal languages programs.

Main Challenge

Lack of basic education among a significant number of NWT adults continues to limit successes and challenge development in all spheres of NWT society. While a variety of opportunities are available to NWT adults wishing to acquire basic education, a number of problems limit the effectiveness of existing programs and services. These problems relate mainly to the responsibility for and/or the stability of basic education programs/ services, funding and staffing.

Adjustment Measures

Operationally, the following labour force development measures will be linked to activities proposed in *Towards Literacy: A Strategy Framework 2001-2005*.

Measures Completed and Underway	Measures Planned
Policy and Strategic Initiatives	
Towards Literacy: A Strategy Framework 2001-2005 provides the strategic framework for the GNWT to work with others to improve basic education and literacy skills among northerners. ECE approved an *Adult Literacy and Basic Education Directive* (ALBE) in September 2000. The directive defines roles and responsibilities for ALBE and identifies Aurora College as the main provider of adult literacy basic education programs and services. The ALBE directive also includes an accountability framework for monitoring and reporting on results.	The GNWT will implement the ALBE directive and accountability framework throughout all ALBE programs in the NWT. Over two million dollars has been committed to support this initiative. This directive will assist government and non-government stakeholders to better understand and fulfill their responsibilities for improving adult literacy and basic education among NWT adults, youth, unemployed and underemployed persons. The accountability framework will help to standardize reporting procedures and allow for the collection of baseline literacy data.
Standardized curriculum and quality standards have been developed for ALBE. Instructors are being trained to use the curricula and adhere to standards. This curriculum will be linked to secondary school curricula to ensure transferability across systems.	The NWT Literacy Framework directs ongoing support and training for adult educators, and preparation of instructional material to support the standardized curriculum. Training activities will include ways to integrate student-centred learning plans to ensure that the particular needs of youth and unemployed and underemployed people are met.
Strong partnerships successfully engage people in adult literacy and basic education along with other labour force development activities. Partnerships are developing among communities, public government, educational institutions, business and Aboriginal Human Resource Development Agreement (AHRDA) funded groups. Examples of successful partnerships include: the YWCA of Yellowknife Healing and Recovery Program, the Beaufort/Delta/Sahtu Regional Training Committee, and mentoring relationships between youth and employers.	The elements of successful northern partnerships will be documented using a variety of media and promoted widely. Best NWT partnership practices will feature those that have achieved success in engaging youth and unemployed and underemployed people in adult literacy and basic education activities. Partnerships and cooperative activities will be encouraged within and between NWT regions and organizations.
The *NWT Income Assistance Program* can assist adults with low income to acquire basic education if funds are unavailable from other sources.	The *NWT Income Assistance Program* will continue as a program of last resort for persons seeking financial assistance to acquire basic education. The GNWT will encourage and participate in labour market partnerships to ensure that positive learner incentives are available to assist youth and other NWT adults to acquire more education and skills.

Measures Completed and Underway	Measures Planned
Career Development Officers at regional career centres work with NWT schools on "stay-in-school" activities to encourage young people to complete high school. These relationships reinforce the value of basic education, and strengthen linkages between educational successes and personal and work satisfaction.	Career centre/school relationships will be strengthened, particularly in small NWT communities. These relationships will also be strengthened with Aurora College campuses, community learning centres, and community and AHRDA groups. Additional innovative career development activities will target youth and promote labour force awareness, create career expectations and link education to future successes. The current campaign will be expanded beyond a "stay-in-school" message to include "come back to school".
Community Support and Programming Initiatives	
High school education to Grade 12 level is now available in all NWT communities with populations of 500 or more. In some communities, high school programs serve both youth and adult learners.	Efforts will continue to ensure that high school level education is available to all NWT residents regardless of where they live or their personal circumstances. ECE's updated strategy to 2005, *People: Our Focus for the Future*, and *Towards Literacy: A Strategy Framework 2001-2005*, direct more support to District Education Authorities and Divisional Education Councils to ensure that students, families and teachers are involved in quality school programs that provide youth with the tools for success.
A pilot project has been launched using digital communication technologies to increase NWT adults' access to basic education programs. Adult Educators are being trained to facilitate distance learning courses. This pilot is a partnership between ECE, Aurora and Chinook Colleges.	This program will be extended to include more NWT communities. Pilot projects using new technologies to deliver basic education programs will continue. Projects will be closely monitored and regularly modified to ensure that learner needs are met. Training will continue to provide educators with the necessary skills to effectively use new learning technologies. Through the Virtual Libraries Project, NWT communities will be able to access reliable, up-to-date information when they need it.
Since 1997, *Community Skills for Work* (CSW) projects have increased opportunities for unemployed adults to access adult literacy and basic education programs. The value and successes of CSW have led to the decision to support it as a core program of the GNWT.	CSW will give priority to community-based partnerships that incorporate literacy and basic education components in project activities targeted at unemployed persons and clients receiving Income Assistance.

Measures Completed and Underway	Measures Planned
To enhance the skills and knowledge of workers in entry level jobs, the GNWT and its labour force development partners are increasing their support for literacy training in NWT workplaces.	*Towards Literacy: A Strategy Framework 2001-2005,* establishes a multi-sector workplace education committee to develop workplace literacy partnerships. Through this Committee, the GNWT will work closely with NWT employers to develop workplace education projects, and encourage sharing and coordination of literacy program resources. Best NWT workplace education practices will be documented and promoted widely, and innovative and effective initiatives will be celebrated.
The GNWT and its partners are exploring approaches for improving connections among human services, including basic education and literacy programs. *Towards Literacy: A Strategy Framework 2001-2005,* and the *Strategy for Addictions, Mental Health and Family Violence in the NWT* (2001) are among the GNWT strategic initiatives that support an interconnected system of programs and services.	The GNWT and its partners will continue to work toward implementing an interconnected system of programs and services that link adult literacy and basic education, life skills, employment, career development, wellness, and family and childcare supports. A case management approach to service delivery will be promoted to improve opportunities for program linkages and better client service.

Outcomes	Indicators
• An interconnected system of programs and services.	• Clearly established roles and responsibilities for adult literacy and basic education in the NWT. • More active and healthier partnerships to support basic education and literacy programs. • Consistent quality of basic education and literacy programs throughout the NWT. • More cost effective and efficient basic education and literacy services.
• Adult literacy and basic education programs available in all communities.	• More youth and adults enrolled in high school and ALBE programs. • Higher levels of student retention. • More NWT high school graduates. • More public awareness and support for basic education and literacy.

Career Services

Career services help people find satisfaction in their work and personal lives. These services assist individuals to develop the skills for informed decision-making thereby avoiding the expensive 'trial and error' approach to making learning or work choices. Career services are based on the needs of individuals. These needs are usually expressed in a Career Action Plan (CAP).

Career services are potentially needed every time an individual is in transition to a new learning or work situation. Career services encompass a wide range of activities such as assessment, counselling, career and labour market information, work search, career action planning and referral. Services can be provided individually or in groups, in person, by telephone or electronically. Services may be available through a career centre, in schools or through other community organizations.

The Current Situation

A variety of institutions and agencies in the NWT may provide some form of career services. For example:

- Regional career centres and the Canada/NWT Service Centre in Yellowknife offer self-directed and counsellor-assisted career services.
- Aurora College campuses and community learning centres provide self-directed and assisted career services.
- Aboriginal human resource offices assist Dene, Metis, Inuvialuit and Inuit to make education, training and work decisions.
- NWT schools offer counselling services and/or formal *Career and Life Management* (CALM) and *Career and Technology Studies* (CTS) courses. Currently, all Grade 9 students are required to establish a Career and Program Plan (CPP) that is revisited and updated throughout their high school experience.
- Voluntary and other non-government organizations such as the NWT Training Centre and the NWT Council for Disabled Persons, formally or informally provide career services for individuals or members served.
- Many NWT employers offer self-directed and assisted career services to employees wishing to enhance their skills.

Individuals and agencies who provide career services may be members of professional associations. They may also participate in regular professional development activities to ensure that they have the appropriate skills and knowledge to assist individuals to make informed career decisions.

Main Challenge

A growing awareness of the importance of career services to good education, training and work decisions is generating more demand for comprehensive services. Changing labour market circumstances combined with new expectations, technologies and ways of communicating require increasingly innovative career services. Pieces of the career service network are developing. However, a cohesive and comprehensive service network does not yet exist in the NWT. Service gaps create discrepancies in access to and quality of services.

Adjustment Measures

Adjustments will enhance and expand basic career services that have developed throughout the NWT in the last half-decade.

Measures Completed/Underway	Measures Planned
Policy and Strategic Initiatives	
ECE has approved the *Departmental Directive for Career Development Across the Lifespan.* The Directive establishes a framework for a comprehensive, coherent and accessible system of career development programs, services, information and supports.	Schools, Aurora College, career centres and the Canada/NWT Service Centre will develop individual, but coordinated, implementation plans to ensure consistency across systems. ECE will provide funding, programming and evaluation support, practitioner and program standards, and expertise to the *Career Development Certificate Program*. These efforts will be directed at all working age residents.
Steps have been taken to integrate career and employment service delivery. Co-location of federal/ territorial service deliverers at the Canada/NWT Service Centre in Yellowknife is the most significant of these steps.	Integrated career and employment service delivery approaches will be pursued in more NWT communities through discussions with government, non-government and educational organizations. Discussions will examine opportunities to partner, co-locate and strengthen these services, particularly for youth and unemployed persons. A case management approach to service delivery will be promoted as a mechanism for strengthening career and employment services in NWT communities.
A Career Action Plan (CAP) is required to access education, training and career services provided under *Labour Market Development Agreements.* The feasibility of requiring all individuals seeking career services to develop a CAP is being investigated.	Front-line staff will be trained to provide career planning and follow-up, and to work with new tools to facilitate career planning, particularly among youth and unemployed persons. Skills and knowledge needed for success in the 21st century will be promoted as the foundation of CAPs.
A primary research project, NWT Youth In Transition, will be completed in 2002. The study will gather data on the anatomy of transitions and the supports needed to ensure success.	This study will be used as a basis to modify existing, and develop new, programs that support successful transitions to further education and work.

Measures Completed and Underway	Measures Planned
Community Support and Programming Initiatives	
Aurora College delivers a *Career Development Certificate Program* that complies with national career development practitioner standards. It has five core and four elective courses. The program has been successful in training career development practitioners across disciplines. Career development courses also form part of the *Teacher Education, Adult Education and Social Work* programs delivered by Aurora College.	The *Career Development Certificate Program* will be actively promoted and made available to more NWT front-line service providers including community employment officers and educators. The program will be strengthened through the inclusion of components linking the NWT's socio-cultural history to decision-making behaviours. Front-line service providers will be encouraged to participate in regular professional development opportunities to refresh career services skills, and to work with other providers to strengthen career development in NWT communities.
Aurora College, elementary and secondary schools, and career centres share responsibility for career services delivery. Under an agreement with ECE, Aurora College has been active in providing career services and enabling NWT communities to purchase relevant resource materials.	The career services agreement between ECE and Aurora College will be reviewed and updated. ECE will investigate opportunities to enter into similar agreements with other groups with career service responsibilities.
Aurora College's Thebacha Campus in Fort Smith is funded to pilot an array of career services to enhance the capacity of students to make transitions to and from the workplace, higher-level education and training. The student success centre follows a model implemented by many southern Canadian colleges and uses a wide variety of career services tools. It enables students to access academic supports such as tutoring, career development, study skills and internet research.	The Thebacha Campus pilot student success centre will be reviewed and successful components expanded to Aurora and Yellowknife Campuses. Cooperative and applied learning opportunities and wellness supports will be emphasized in future student success centres. ECE will work with Aurora College to track career services clients for a period of five years. ECE and the College will develop and implement options for follow-up interventions as required.
To better integrate career development in the NWT high school curriculum, a career transitions component has been formalized within the mandatory *Career and Technology Studies* (CTS) curriculum. NWT schools continue to investigate different ways to expand CTS career development offerings. A school-to-work transition program at St. Patrick High School in Yellowknife has proven successful and may serve as a model for other NWT schools.	ECE and District Education Councils will continue to monitor the impact of CTS on career development and decision-making among NWT youth. ECE will sponsor a pilot project in one DEC area each year for the purpose of developing new models and approaches to career development among high school students. Information on successful career development activities will be documented and promoted widely throughout the NWT.

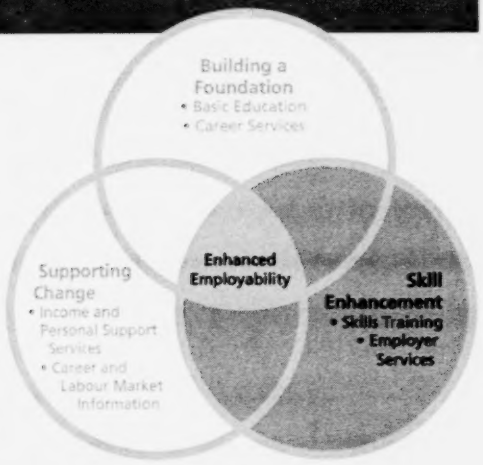
Measures Completed and Underway	Measures Planned
A project to pilot internet career counselling service to NWT communities will be developed and implemented in 2002.	An electronic labour exchange, which includes a career counselling function, will be launched in the spring of 2002, and made available through NorthWIN. The service will be monitored, modified, expanded or enhanced to accommodate new technologies and user demand.

Outcomes	Indicators
• A coherent career development system accessible for all northerners.	• Understanding and fulfillment of roles and responsibilities for career services. • Adequate numbers of front-line service providers with the skills to provide appropriate career services. • More front-line service providers working together to support life/education/work decision-making.
• Appropriate career services options in every NWT community.	• Career services in every NWT community. • More awareness of career services. • More people using career services. • More people setting and achieving career goals. • More people making good education, training and work decisions. • More school and workplace successes.

SKILL ENHANCEMENT

Goal

An NWT labour force with the flexibility, skills and knowledge to fully participate in a rapidly changing, knowledge-based society.



Skills Training

People with strong literacy, information management and technological skills have fewer difficulties updating their skills and knowledge. Adults who regularly enhance their skills and knowledge improve their opportunities to get the kind of work that they want. They are able to advance within the workplace and take up more challenging and interesting work. People with up-to-date skills and knowledge are more inclined to take risks, be entrepreneurial and be willing and prepared to manage their own economic security. Workers with up-to-date skills thrive in modern workplaces that look to hire individuals to work share, or do part-time, contract, casual or consulting work.

The Current Situation

There are many ways that people can enhance their skills and knowledge. They can acquire skills informally through volunteer, land-based or personal interest activities. Formal skills training can be acquired through classroom instruction, in the workplace and self-directed study. Several groups offer skills training in the north – Aurora College, private schools and trainers, employers, professional associations, community or non-profit organizations, and Aboriginal and public governments.

The College and Career Development Division, Education, Culture and Employment works with Aurora College, employers and other groups to develop and monitor apprenticeship, occupational standards and certification. These standards are used to guide skill and competency development in institutional, workplace and industry training activities.

- *Institutional Training:* The majority of institutional training occurs in a classroom setting. Students must pay tuition fees and full-time students enrolled in accredited programs of sufficient length may be eligible for *NWT Student Financial Assistance*. Aurora College and universities, colleges and private vocational schools in other jurisdictions offer institutional training. Aurora College currently offers training at three campus locations and through 12 community-learning centres.

  Many institutional programs include a cooperative education component or practicum.

A practicum is an essential component of professional training for many careers including teachers, nurses, social workers and business administration students. Cooperative education is an integrative method of applying academic learning to the world of work. It recognizes that student retention and success rates are greater when learning is applied. It allows people to gain valuable skills and work experience while obtaining their education. Cooperative education helps people to understand the value of work, workers' rights and responsibilities as well as employers' expectations. NWT high schools and Aurora College offer cooperative education opportunities.

- *Workplace Learning*: The majority of instruction for workplace learning takes place at the work site. Workplace learning may focus on safety, environmental and health regulations, or on specific occupational skills. Industry, government and educational organizations may collaborate with employers and workers to design, deliver and certify training. Training may comply with NWT and national occupational standards. *Occupational Training-on-the-Job* (OTOJ), *Training-on-the-Job* (TOJ) and the *Apprenticeship Training-on-the-Job Program* (ATOJ) are three of the best-known workplace learning programs. Employers provide training-on-the-job, colleges provide classroom instruction and the GNWT provides resources and monitors for compliance under the Apprenticeship, Trade and Occupations Certification Act.

  The GNWT provides an ATOJ wage subsidy to employers who hire and train apprentices. There are 42 designated trades in the NWT. OTOJ is similar to ATOJ in that it is a wage subsidy program involving the GNWT, an employer and the trainee. OTOJ encourages training and certification in a designated occupation. Currently, there are seven designated occupations in the NWT – Diamond Polisher, Hunting Guide, Fishing Guide, Warehouse Technician, Security Officer, Building Trades Helper and Furrier.

- *Industry Training*: Offered by employers, unions and professional associations, industry training seeks to respond to labour supply shortages in various industries. Larger employers or industries are usually in a better economic position than smaller ones to sponsor and support training initiatives. Some large companies maintain trainers on staff while others contract training services from post-secondary institutions or private businesses. Aurora College provides a significant amount of industry training mainly through partnership arrangements with industry. Examples of industry training offered by the College include carpentry, heavy equipment operation, cooking, plumbing and safety training. The GNWT Department of Municipal and Community Affairs (MACA) School of Community Government also provides specific training for workers in community government.

  The requirement for skills training is identified through skills inventories, needs assessments and workplace or sector-specific human resource training projects and plans. The Department of Education, Culture and Employment works with employers, Aurora College and the private and non-government sectors to undertake these activities. *Training Initiatives for the Oil and Gas Industry* and the *Maximizing Northern Employment Strategy* are examples of human resource training strategies that have been developed in recent years.

  The need for skills training is also identified through occupational standards. Occupational standards describe the level of knowledge and performance required to competently perform job-specific tasks. These standards improve the integration of industry or community needs with the learning system. Setting standards contributes to the effectiveness of labour force development and improves accountability in the total learning system. Accountability is shared among learners, trainers, certification agencies, employers and funders. Occupational standards support the mobility of learners and workers, particularly if

national standards are applied and recognized by other jurisdictions. Occupational standards also enable learners and trainers to effectively assess prior learning. In short, occupational standards help learners to have and to achieve their expectations.

Main Challenge

NWT workers need a portfolio of skills, built on a strong foundation of basic education and knowledge. Many public, private and non-government groups are working on their own or through a partnership to equip northern workers with the skills and work experiences necessary to respond to immediate and longer-term labour market needs.

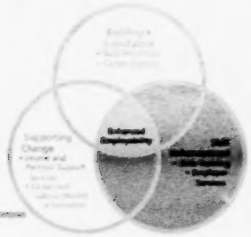
The effectiveness of skills training could be enhanced by:

- more targeted resources.
- stronger partnerships.
- a broader range of innovative tools and approaches.
- sector-specific, human resource development and individual training plans.
- occupations with certification programs.

Adjustment Measures

Skills training is often the impetus for partnerships among government, educational institutions and industry. Many of these partnerships are achieving success but more must be done to support existing skills training efforts.

Measures Completed/Underway	Measures Planned
Policy and Strategic Initiatives	
Public funding for new training programs is based on demonstrated labour market need. In the last three years, needs have dictated investment in pre-employment oil and gas training, teaching, social work, business administration and nursing degree programs, diamond polishing, aircraft maintenance engineering, community-based literacy, and adult basic education programs.	The GNWT's investments in training will continue to seek a balance among sectors, focus on transferable skills, and be founded on solid needs assessments, human resource training plans, and strong partnerships that involve individuals, employers and governments. Public funding for skills training will continue to focus on youth and unemployed persons.
NWT and national occupational standards ensure maximum benefits to the NWT labour market. Seven occupations and 42 designated trades have standards leading to certification. The GNWT has received requests to certify other occupations.	The GNWT continues to work with employers, educational institutions and professional or industry associations to develop standards for work in those sectors and/or occupations: 1) experiencing high turn-over; 2) with a high need for formal recognition of competencies in the workplace; 3) with inconsistent training standards; and 4) those experiencing difficulty screening applicants. Standards developed will continue to be linked to national occupational standards.



Measures Completed and Underway	Measures Planned
Aurora College uses the Prior Learning Assessment and Recognition system (PLAR) to recognize traditional and contemporary skills and knowledge acquired outside the education system. PLAR is particularly beneficial for adults re-entering the education system after participating in the workplace. A PLAR Committee oversees implementation of the system.	As more occupational standards are developed and reflected in curriculum, PLAR will be applied to more Aurora College education and training programs.
In the past, Aurora College has rotated some of its base funded certificate and diploma programs among its campuses and assembled a mobile welding unit in order to improve community access to programs and better respond to demand.	Aurora College continues to seek ways to improve community access to programs and respond to demand. The College has proposed the assembly of a mobile carpentry unit or heavy-duty mechanics unit to enhance access to entry-level, introductory trades training for youth and adults in small NWT communities. The College will also investigate the feasibility of establishing a training centre in Hay River to increase access to pre-employment and other skills development programs.
Two new mathematics curricula, Applied and Essential Mathematics 10-20-30, have been introduced in NWT schools to provide students with appropriate skills and knowledge to enter apprenticeable trades or certified occupations. The *Schools North Apprenticeship Program* (SNAP) and *Training for Occupational Certification* (TOC) offered in NWT high schools also prepare students for college-level trades, technology and occupational certification.	To complement new mathematics programs, a science curricula will be developed to provide students with the necessary skills and knowledge to meet entry requirements for NWT and nationally designated occupations and apprenticeable trades. Priority will be given to increasing visibility, course and work experience options, and instructor training to strengthen SNAP and TOC programs. Trades/technology equipment will be purchased for schools with enrolments of more than 300 to enhance exposure to these work opportunities. A targetted training program will be developed designed specifically to help people pass the Trades Entrance Exam.
The Territorial Training Awards, Apprenticeship Awards, Employer of Youth Awards and Skills Canada Territorial Skills Competition are four initiatives that recognize and celebrate skills and training achievements.	Best NWT training practices will be documented and promoted widely in an effort to enhance the profile of existing awards programs. Best practices will celebrate both trainee and trainer/employer achievements including institutional, workplace and mentoring successes.

Measures Completed and Underway	Measures Planned
Skills inventories are an essential component of human resource training plans and decisions. New technologies including the internet and self-administered electronic registries are facilitating the development of skills inventories. Skills inventories exist for the oil and gas and mining industries.	The GNWT will continue to assist employers and industry organizations to develop skills inventories and to use them in human resource planning and decision-making.
Sector-specific human resource plans guide training investments and decision-making. Plans have been developed for the oil and gas industry, the diamond industry and the public sector (GNWT).	The GNWT will continue to support the preparation of sector-specific human resource development plans in all NWT sectors to ensure a balanced approach to skills training. The GNWT will encourage the various economic sectors to consider and address those training needs that may be unique to youth, unemployed and underemployed persons, women in non-traditional occupations and disabled persons.
The GNWT *Maximizing Northern Employment Strategy* (2001) was developed to provide a mechanism for government to fulfil its responsibility as an employer and its broader role in supporting northern employment in all economic sectors in the NWT.	Nine programs will be implemented as part of the *Maximizing Northern Employment Strategy*. These include: Northern Student Employment Program; Northern Graduate Employment Program; Completion of First Degree for all NWT Teachers; NWT Employment Support Initiative; Aboriginal Government/Private Sector Partnership; Advanced Training Initiatives for the Oil and Gas Industry; Expanded Teacher Education Program; Student Success Program; and Healthy Workplace Program. Evaluations will be completed and programs modified to better serve the needs of workers, communities and the NWT labour market.
To improve the quality of skill development plans and decision-making, the GNWT Education, Culture and Employment, Resources, Wildlife and Economic Development and the Bureau of Statistics collaborate to prepare community profiles. These profiles are available through the NorthWIN web site.	The GNWT is committed to maintaining, updating and expanding community profile data to meet human resource planning and labour market decision-making needs. Most data will be provided electronically through the NorthWIN and GNWT web sites. ECE, in partnership with the NWT Bureau of Statistics, published a NWT planning document *Labour Market Trends – Northwest Territories – 1999*. The document will help governments and communities to create programs and initiatives, which reflect the unique realities of northerners.

Measures Completed and Underway	Measures Planned
Community Support and Programming Initiatives	
Wherever possible, Aurora College implements a traditional skills policy to ensure that traditional knowledge and skills are incorporated into training programs.	Aurora College will continue to work with northerners to incorporate traditional knowledge and skills in the curriculum of more training programs.
The Northern Nursing, Social Work, and Teacher Education diplomas and Adult Literacy and Basic Education (ALBE) programs are good examples.	
Employers, governments and Aurora College are working together to increase the availability of professional and technical training. Currently, the College offers professional training in teaching, management, nursing, social work, training in computing and information systems, and natural resources technologies.	New and expanded professional and technology programs are under consideration to meet labour demand. Examples include specialized training courses within the *Natural Resources Technology Program* to increase the capacity for environmental assessment and protection; expanding the northern *Teacher Education Training Program* (TEP); and possible renewal of the northern community *Alcohol and Drug Counsellor Program*. Partnerships will continue as the main vehicle for developing professional and technological skills. Aurora College currently partners with the Universities of Victoria and Regina respectively, to offer baccalaureate programs in nursing and social work. Co-operative education, mentoring, job shadowing and personal support components will be strengthened to encourage successes in professional and technological skills programs. Curricula and delivery approaches will seek to engage new segments of the population such as disabled persons, and men and women in non-traditional occupations.
Cooperative education approaches increase opportunities for students to achieve success. Cooperative education activities through Aurora College's *Management Studies Program* have included placements with the GNWT Financial Management Board Secretariat and with non-government organizations.	Cooperative education opportunities will be expanded through more industry-government-educational-community partnerships. ECE will work with Aurora College and other labour force partners to build a 'bank' of cooperative education opportunities. Non-government, Aboriginal government and business groups will be targeted for participation. An incentive program will be developed to encourage and support participation.

Measures Completed and Underway	Measures Planned
The *Trades Access Program* (TAP), *Schools North Apprenticeship Program* (SNAP), *Training for Occupational Certification* (TOC), *Occupational Training-on-the-Job* (OTOJ), *Training-on-the-Job* (TOJ) and *Apprenticeship Training on-the-Job Program* (ATOJ) are the main vehicles for preparing and engaging youth and adults in trades training.	Existing trades and occupational training programs will be broadly promoted and supports will be improved in an effort to engage more employers in staging cooperative and on-the-job learning experiences that complement classroom instruction.
The *Schools North Apprenticeship Program* (SNAP) and *Training for Occupational Certification* (TOC) exposes high school students in the NWT to trades and occupational training. These programs are available in all NWT high schools.	SNAP and TOC will be expanded to provide more trades exposure and training opportunities. Partnerships between NWT schools and Skills Canada will be encouraged as one means of further promoting trades, technologies and occupational certification to NWT youth.
The *Trades Access Program* (TAP) provides preparatory trades training in the mining and oil and gas industries. TAP has been most active in the Mackenzie-Delta Beaufort Region.	TAP will be expanded to incorporate a wider variety of sectors. Industry-government-education-community partnerships will continue as the main vehicle for delivering TAP. A new TAP promotional program will target persons with disabilities and women in non-traditional occupations along with youth and unemployed persons. The development of a short-term industrial training fund is under review to facilitate Aurora College, industry and community partnerships. This will be used for a variety of entry-level training such as in safety, camp catering and entry-level trades.
More northerners are recognizing the valuable contribution that volunteerism plays in career development, particularly in terms of exposing youth to new ways of working and to new skills and knowledge.	The GNWT will promote volunteerism as a source of skill development and potential paid work. Promotional activities will be targeted at NWT schools, governments, voluntary sector organizations and potential volunteers. Materials will be developed to encourage more people to volunteer and to help those who employ volunteers, do it more effectively.

Outcomes	Indicators
• More effective skills training in all NWT sectors.	• Skills training in all NWT sectors. • Standards for more occupations. • Certification for more occupations. • More curricula based on standards. • More people successfully completing skills training. • More northerners with skills that are in demand. • Increase in high school students completing level 30 academic subjects.
• More opportunities to expose working age northerners to skills needed for current and future work.	• More high school students participating in trades and technology programs. • More students with the prerequisites to enter trades and technology programs. • More people entering trades and technology programs. • More people achieving successes in skills training.

Employer Services

Employer services help employers to hire and retain qualified and experienced personnel, and reduce the costs of doing business. Employment services help individuals find suitable work, gain experience and demonstrate their skills and knowledge. These services are particularly helpful to individuals or groups who experience difficulty gaining access to the workplace or to specific types of work.

Individuals may benefit from short or long-term employment services such as:

- assessment and career counselling.
- outreach services in small communities.
- equity measures to help particular groups of people gain access to the workplace.
- wage subsidies that encourage employers to hire individuals who experience employment barriers.

Other employment services may focus on measures to provide work experience while stimulating economic development, such as:

- short-term job creation activities.
- project-based or position-specific training such as skills transfer through joint venture agreements.
- self-employment assistance.
- wage subsidies for new jobs.
- supplements to increase income assistance payments.

The Current Situation

Employer services are offered through GNWT regional career centres and the Canada/NWT Service Centre in Yellowknife. These services are also available through major NWT employers and Aboriginal organizations funded under Aboriginal Human Resource Development Agreements (AHRDA). Communities and employers typically work together through Local Labour Market Partnerships (LLMPs) to enhance their capacity to deliver employment services.

Main Challenge

Employer services can be costly and prohibitive to small governments, businesses and non-government groups. Not enough LLMPs are in place or functioning in a way that enables sectors and organizations with limited capacity to provide more comprehensive employment services.

Adjustment Measures

Employment services have been strengthened since the *1997 NWT Labour Force Development Plan* was implemented. The following adjustments will see the continuation of many of these services.

Measures Completed/Underway	Measures Planned
Policy and Strategic Initiatives	
The GNWT and the Federal Government negotiated the three-year *Labour Market Development Agreement* (LMDA) in 1998. The LMDA enables 'one-stop shopping' for employment services that were once delivered by both levels of government.	The Labour Market Development Agreement will continue as a proven partnership between the GNWT and Human Resource Development Canada. The GNWT will continue to pursue the 'one-stop shopping' approach and partnerships to provide comprehensive employment services in NWT communities.
The Mine Training Committee and Apprenticeship and Occupational Training Board are examples of Local Labour Market Partnerships (LLMPs) that encourage job creation, wage subsidies and skills development initiatives.	The work of existing LLMPs will be enhanced through bi-annual multi-sector labour market consultations. These consultations will provide direction to existing training committees and agencies responsible for labour force development.
ECE provides assistance and resource materials for a wide variety of employment services including assessment and career counselling, equity measures, short-term job creation and wage subsidy programs.	A comprehensive list of available employment services resources will be compiled and disseminated to NWT communities and employers, and posted on the NorthWIN web site. Funding will be made available to NWT Communities to create enhanced employment support options locally.
Community Support and Programming Initiatives	
LLMPs are helping communities and employers to develop strategies to provide more comprehensive employment services in the NWT. Still, many employers, communities and regions lack the capacity to undertake the necessary groundwork to provide employment services or participate in a LLMP.	The GNWT will continue to participate in and support LLMPs to build capacity, encourage work opportunities, and deliver more comprehensive employment services. A mechanism for gathering employer input on current issues and trends in the north will be created.

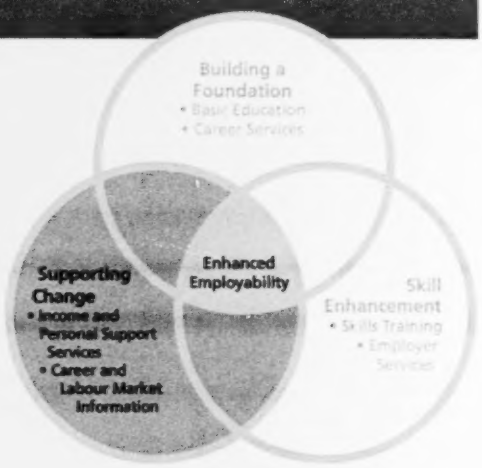
Measures Completed and Underway	Measures Planned
The *Youth Employment Program* provides wage subsidies to create short-term work experiences for youth.	The GNWT will enhance the *Youth Employment Program* through a broader range of supports in the areas of entrepreneurship, employment planning and preparation, cooperative education, graduate transition and work experience activities. A project-based program involving contracts with non-government agencies to create projects that enhance local communities will also be implemented to help youth gain skills and earn money. Youth program activities will be monitored to ensure that they are adequately resourced and supported. The GNWT will investigate opportunities to develop job creation and wage subsidy programs that target women in non-traditional occupations and involve disabled persons in the workplace.

Outcomes	Indicators
• More comprehensive employment supports.	• More groups working together to provide employment services. • A broader range of employment services available to all NWT communities and sectors. • More communities and employers with the capacity to deliver employment services. • More youth, unemployed and underemployed people using and benefiting from employment services.

SUPPORTING CHANGE

Goal

NWT adults with the financial and personal supports, and information to achieve success in education, training and workplaces.



Income and Personal Support Services

Sometimes people in transition need additional support beyond education and skill development to fully participate in education, training and work activities. Financial and personal assistance may be among the supports needed.

Income support services provide individuals with the financial assistance needed to make the transition to work, education or training activities. Assistance may be available for basic living, child care, tuition, travel and books. The main sources of financial support are Employment Insurance (EI), Income Assistance (IA) and Student Financial Assistance (SFA).

- *Employment Insurance* (EI) benefits may be available for individuals who are unable to continue to work through no fault of their own. Under the *Labour Market Development Agreement* (LMDA), EI claimants may be funded to pursue short-term upgrading and skills training. Territorial Government, Regional Career Centres and Federal Government and Human Resources Development Canada (HRDC) offices administer and provide information on EI benefits.
- The *NWT Income Assistance Program* provides Income Assistance (IA) to persons in financial need. Financial need is assessed to determine eligibility. To receive IA, individuals must participate in a productive choice or an activity that improves the quality of one's life. Productive choices could be working at a job, going to school or getting training, parenting or providing family support, attending a treatment program, getting counselling, harvesting, doing crafts or community work. IA may be a source of funding for students who are ineligible for other educational/training financial assistance programs. In some communities, the *Community Skills for Work Program* targets funding at community education/skills and work experience projects that involve IA clients. IA is available through regional GNWT career centres, the Canada/NWT Service Centre in Yellowknife and some community organizations that are contracted to deliver the program on behalf of the GNWT.
- The *NWT Student Financial Assistance Program (SFA)* provides grants and loans to NWT residents who are enrolled as full or part-time students in an approved program at an accredited post-

secondary institution. Students may be eligible for a basic grant, a supplementary grant, a remissible loan and/or a repayable loan. The SFA program also provides a study grant for students who are permanently disabled. The level and type of SFA support available varies depending on secondary schooling completed in the NWT, ethnicity and need. Applications may be obtained at NWT schools, Aurora College, regional GNWT career centres and the Canada/NWT Service Centre in Yellowknife.

Other financial supports for post-secondary education may be available, including the *Canadian Millennium Scholarship*, the *University and College Entrance Preparation Program*, *Aboriginal Human Resource Development Agreements* as well as a variety of bursary and scholarship funds provided by employers, government agencies, band and treaty councils and businesses in the NWT.

- Personal support services enhance individuals participating in learning and workplaces. These services help individuals to alter attitudes, behaviours and personal circumstances that limit their success. Personal support services may provide care for a family member unable to care for themselves (e.g. child, elderly parent, or person with a disability), language services, healing services and wellness programs. Personal support services are provided by a variety of government and non-government agencies. Employers may also offer personal supports. For example, the GNWT *Employee and Family Assistance Program* provides counselling services to all employees and their family in need of these services.

Regional career centre and Canada/NWT Service Centre staff are part of a team of personal support service providers. They are a good source of information on the variety of supports available. They are directly responsible for early childhood and childcare supports and can provide referrals to other personal and family support programs. Through the *Child Care User Subsidy Program*, regional career centres and Canada/NWT Service Centre staff assess the need for child care support for low income parents who are engaged in work or learning activities. This needs assessed program provides for the costs of childcare in licensed and unlicensed facilities. The *Child Care User Subsidy* is a component of the *NWT Income Support Program*. Staff at regional career centres and the Canada/NWT Service Centre also license and support childcare facilities in NWT communities to ensure that quality child care is available. Regional staff also deliver the *Healthy Children Initiative* (HCI). The HCI is an early childhood program designed to foster the development of healthy children, families and communities.

The Current Situation

In the last half-decade, income support services available to NWT individuals and families have changed tremendously. Changes have decreased reliance on Income Assistance and increased the emphasis on the individual's responsibility for actively participating in education, training or work activities.

- *Employment Insurance* benefits are less widely available than in the past due to Federal EI legislative changes in 1997. Today, more northerners are ineligible for EI benefits. Some are unable to access benefits because they have not contributed enough to the insurance program or have used all of their benefits.
- Changes in the *NWT Income Assistance Program* have diminished demand for IA and resulted in more northerners engaging in productive choices. However, the requirement to pursue a productive choice may be creating difficulties for persons who face unique or particularly difficult personal or living circumstances.
- Revamping of the *NWT Student Financial Assistance Program* has stabilized the Program so that resources will be available to help the growing number of NWT students seeking post-secondary education and training. The Program now provides more support to disabled students to enable them to access and succeed in post-secondary education.

In recent years, awareness of the relationship between wellness and successes in education, training and work has increased significantly. More northerners are dealing with wellness issues that limit their successes. Personal support or wellness services are available in most NWT communities but economies of scale often limit the extent and diversity of services that are available. A draft Strategy for Addictions, Mental Health and Family Violence in the NWT is one GNWT initiative that is designed to improve the network of wellness services and supports in NWT communities.

Main Challenge

Changes in financial assistance programs and broadly dispersed responsibility for personal support programs and services have created significant challenges for the labour force development service system. Some individuals who are not succeeding in education, training or workplaces find that income and personal services, delivered by multiple agencies or organizations, are not always well coordinated or coherently linked. Disabled persons continue to be challenged in their transition to, and successes within education, training and workplaces.

Adjustment Measures

The following adjustments will assist and support working age adults to achieve success in education, training and work.

Measures Completed/Underway	Measures Planned
Policy and Strategic Initiatives	
GNWT efforts to implement a case management approach to human services, integrate employment and career services, and foster Local Labour Market Partnerships (LLMPs) are improving access to and reducing duplication in income and personal support services.	Current initiatives will be continued. Through participation in LLMPs, changing roles and responsibilities for income and personal support services will be clarified and communicated to service providers and users. LLMPs will be the main vehicle for identifying and eliminating gaps in income and personal support services.
The Canada/NWT Service Centre in Yellowknife has piloted initiatives that involve community agencies in the delivery of income and personal support services. These agencies help to ensure that those individuals most in need of services receive them.	Efforts to provide outreach services through other levels of government and community agencies will continue. More broadly based cooperation and coordination will be encouraged among front-line income and personal support service providers. A checklist of financial, personal and family supports available to working age adults in each community, how to access them and eligibility will be prepared and made available to all residents and frontline agencies, and will be posted on NorthWIN.

Measures Completed and Underway	Measures Planned
The GNWT has approved the integration of social housing and Income Assistance programs. Local housing authorities will deliver these programs, using one integrated client database and a common appeal mechanism.	The GNWT will work closely with communities to ensure the smooth integration of social housing and Income Assistance programs. The integrated program will be broadly communicated and promoted to NWT residents.
Currently, students in recognized post-secondary education and training programs are eligible for *NWT Student Financial Assistance*. The *NWT Income Assistance Program* may assist people enrolled in Adult Literacy and Basic Education (ALBE) programs.	The GNWT will continue to ensure that adults are able to participate in post-secondary, ALBE and training programs in addition to having access to an integrated and comprehensive system of income, personal and wellness supports.
The GNWT recognizes that disabled adults may require additional supports to access and achieve success in education and training programs. The *NWT Student Financial Assistance Program* has been expanded to include the *NWT Study Grant* for students with disabilities. The grant replaced the *Vocational Rehabilitation of Disabled Persons Program*.	The GNWT will monitor use of the *NWT Study Grant* to determine changes needed to improve its effectiveness. Under *Towards Literacy: A Strategy Framework 2001-2005*, initiatives will be undertaken to ensure that disabled adults are adequately supported to make the transition to, and achieve success in education, training and workplaces. The GNWT will implement a 'disability lens' to ensure that all of its programs and services are accessible and appropriate to persons with disabilities.
The changing nature of income and personal support services requires ongoing review to ensure appropriateness and accountability. Reviews have been completed of the *NWT Income Assistance Program*, the *NWT Student Financial Assistance Program*, the *National Child Benefit*, the *Child Care Benefit* and *Labour Market Development Agreements*.	The GNWT will actively engage users of income and personal support services in program monitoring and reviews. These activities will ensure that income and personal support services meet the needs of working age adults and are eliminating learning and employment barriers encountered by NWT youth, and unemployed or underemployed persons.
Community Support and Programming Initiatives	
Thirteen of 33 NWT communities have taken on the responsibility of delivering income assistance. More communities will be involved in these services as a result of the integration of Income Assistance and social housing programs.	Regions and communities will be supported to ensure that income and housing programs are delivered as required by legislation and regulation, recognize community needs, and do not create inconsistencies in the service system.

Measures Completed and Underway	Measures Planned
The *Healthy Children Initiative* (HCI) is helping to develop local capacity to intervene in at-risk families with young children. HCI, early childhood and day care programs are also helping communities to provide quality child care.	Government, community, education, health and social service partners will continue to work closely with front-line workers to respond to the needs of at-risk individuals/families and to develop high quality programs for others needing personal support services.
The *NWT SFA Program, Labour Market Development Agreement,* and the *NWT Income Assistance Program* respectively, target financial support at northern and Aboriginal students, EI beneficiaries and low-income persons who may be unemployed or underemployed.	Within LLMPs, the GNWT will continue to monitor the demand and use of financial assistance programs to ensure that no group of individuals is limited in access to education, training, career or employment services.
More employers are promoting the health of their workplaces in recruitment campaigns. A healthy workplace increases the retention of skilled employees and facilitates the integration of new members of the labour force.	The GNWT will work with other NWT employers to develop healthy workplace programs. Elements of these programs will include conflict and mediation skills within the workplace and personal wellness.

Outcomes	Indicators
• A coherent system of income and personal support services.	• More NWT adults aware of income and personal support services. • More NWT adults in need using and benefiting from income and personal support services. • More youth, unemployed and underemployed persons successfully participating in education, training and workplaces. • More persons with disabilities supported to actively participate and achieve success in education, training and workplaces.

Career and Labour Market Information

Labour market information is any information about labour supply and demand. Most often labour market information is about work – where it is, how to get it and how to keep it. Labour market information may be available in a variety of forms – statistics, news and business reports, through counselling or school programs, or in employee orientation and information materials.

Labour market information provides:

- workers with information on the short and long-term labour needs of employers.
- employers with information about the pool or supply of labour.
- education and training institutions with information to guide program planning.
- youth and other working age adults with information to make career decisions.

Labour market information helps communities and governments to make decisions about the kind of programs they should support. It assists in the establishment of appropriate career and counselling services. It also helps groups to prepare economic, community and human resource plans in addition to helping individuals to develop Career Action Plans (CAPs).

Career information helps people determine their values and interests and apply those to potential occupations. It also assists individuals with connecting to work and can include information on training and work search, resume writing and effective interview techniques.

The Current Situation

A collaborative effort is needed to prepare accurate and appropriate career labour market information. Collaboration is needed among researchers, statisticians, employers, Aurora College, schools, governments and individuals. The GNWT Education, Culture and Employment, the Bureau of Statistics, and Resources, Wildlife and Economic Development are key players in the collection and analysis of labour market information in the NWT. Industry associations such as the NWT Chamber of Mines, professional associations such as the NWT Teachers' Association and Aboriginal Human Resource Development Agreement (AHRDA) groups are examples of some of the organizations that work with the GNWT to develop and disseminate labour market information.

The demand for current information is growing as individuals and groups strive to manage change. Persons seeking and delivering career and employment services or education and training programs are increasingly reliant on labour market information to improve decision-making. They are looking for a more complete and thorough analysis of labour market information. Persons involved in career and employment services are also searching for better ways to access, present and disseminate labour market information. Computers and electronic communication have helped in the compilation and dissemination of labour market information.

GNWT Education, Culture and Employment provides electronic labour exchange services through the North WorkInfoNet (NorthWIN). NorthWIN is a non-profit organization with a board of directors drawn from government, non-government and private sector organizations as well as the general public.

NorthWIN addresses the career and labour market information needs of northerners and operates a partnership web site, aimed at connecting northerners to work and learning.

Main Challenge

People, particularly from small communities who are making the transition to work, education or training, may not have ready access to good career labour market information. Employers and other stakeholders may have difficulty accessing current northern labour market information due to limitations in data collection, analysis and dissemination systems. Duplication and gaps in career and labour market information can result in poor decisions.

Adjustment Measures

To improve the quality and accessibility of current NWT labour market information, the following adjustment initiatives will be undertaken.

Measures Completed/Underway	Measures Planned
Policy and Strategic Initiatives	
NorthWIN provides a directory and database of northern career, education and labour market information. A web site is the main vehicle for disseminating this information.	The GNWT will continue to support and participate in NorthWIN. The web site will be further enhanced to address career and labour market needs and coordinate such initiatives as online career counselling, electronic labour exchange services and labour market updates.
The 1996 *NWT Employers Survey* completed by the GNWT Bureau of Statistics, was a valuable source of NWT labour market information.	The GNWT will update and expand 1996 survey data to provide more current labour market information. The collection of employer information will consider data needs associated with monitoring labour force development programs such as the *Apprenticeship Training on-the-Job Program* and the *Youth Employment Program*.
The Conference Board of Canada's *Employability Skills Profile* provides valuable direction to education institutions and program/curricula developers regarding the critical skills needed to be effective and successful in society. An Essential Skills Research Project, now underway, will further enhance information about the skills and knowledge needed by the labour force.	The GNWT will disseminate and promote essential and employability skills information to northern employers, schools, colleges, community organizations and the general public. Use of this information will be encouraged in planning and implementing labour force development initiatives.
Aurora College annually conducts a *Graduate Follow-Up Survey* to monitor student successes and the effectiveness of College programs. Regular reports on survey results are available and provide valuable insights into labour market activity among NWT students.	The College will continue to modify the *Graduate Follow-Up Survey* to ensure that it is an appropriate monitoring tool. Survey results will be posted on the NorthWIN web site. ECE will continue to publish the *Towards Excellence* and *Post Secondary Indicators* documents.

Measures Completed and Underway	Measures Planned
Community Support and Programming Initiatives	
ECE has produced seven editions of *Career Scapes*, the annual youth career planning tabloid. *Career Scapes* is distributed broadly and continues to be very well received.	ECE will continue to produce *Career Scapes*. In addition, ECE will produce a series of labour market newsletters called *Work Scapes*. These will be published regularly and distributed to NWT schools, Aurora College and community organizations. These newsletters will also be posted on the NorthWIN web site.
Eleven plain language career and work information booklets have been produced, highlighting specific occupations, skill requirements, education and training needed for various work and career opportunities. The booklets are entitled: *Jobs in Community Government, Jobs in the Service Sector, Jobs in Social Sciences, Jobs in Health Services, Jobs in Construction Jobs in Oil and Gas, Jobs in Tourism, Jobs in Mining, Jobs in the Diamond Manufacturing Industry, Jobs in IT, Jobs in Aviation.*	Additional career and work booklets will be developed as needs are identified. Efforts will be made to expand the distribution of the career opportunities booklets. The series will be extended to include booklets on entrepreneurship as well as an employer series, which will help small businesses and non-profit organizations to better recruit and manage staff. A video will be developed that profiles the challenges and rewards of rotational shift work at remote sites in the NWT.
ECE assessed the feasibility of establishing an electronic labour exchange in the NWT. The assessment included research into best practices in other jurisdictions and related initiatives underway in the NWT. Recommendations were made regarding the development of a comprehensive and coherent labour exchange system in the NWT.	ECE will develop an electronic labour exchange that will allow employers to post jobs and job seekers to search for work. Labour exchange information will target all working age adults but will give special consideration to persons in small communities, persons with disabilities, and youth entering the labour market.
ECE uses existing labour market information to develop career development resources such as posters and brochures.	Career development resources will continue to be developed based on the best available labour market information for the NWT. ECE and the Bureau of Statistics created a planning document *Labour Market Trends* with complete and current NWT labour market information. This will be updated annually.

Outcomes	Indicators
• Current and complete labour market information available to everyone in the NWT.	• More individuals and employers aware of and using labour market information. • All residents of the NWT able to access current and complete labour market information. • Labour market information available in a variety of media and disseminated widely.

The NWT Labour Force Development Environment

The *NWT Labour Force Development Plan: 2002-2007* responds to the complex and ever-changing NWT labour market.

Labour Force Activity

In March 2002 as the economic cycle continues to expand, the NWT had a more active labour force than southern Canada (see *Figure 1*). Labour force activity varies between persons who live in large and smaller communities, and among people depending on their education and training. Gender is also a factor in labour force activity. NWT labour force activity is very cyclical, both seasonally and over the long term, given the dependence on the non-renewable resource sector.

Figure 2

Adults of Working Age (15 years +)

	Nationally	NWT
Participating in the labour force	66.0%	74.7%
Working for wages *(Employment Rate)*	60.3%	70.3%
Not working for wages *(Unemployment Rate)*	8.3%	5.9%

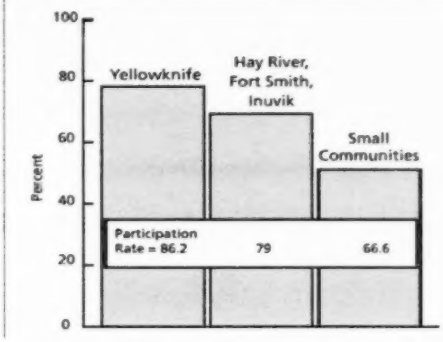
Source: NWT Bureau of Statistics, NWT Labour Force Activity – March 2002

Small Communities

Participation in the labour force and employment is lower in small NWT communities compared to Yellowknife or regional centres. There are many reasons for this - lack of jobs, lower levels of education and training as well as personal preferences and circumstances, to name a few. In 1999, an average of 40% to 50% of the labour force in small NWT communities was employed compared to 70% to 80% in larger NWT centres. Similar discrepancies exist in participation rates. The *NWT Labour Force Development Plan: 2002-2007,* seeks a better balance in employment and participation rates among all northerners, regardless of where they live.

Figure 3

Employment Rates by Geographic Location



Source: 1999 NWT Labour Force Survey

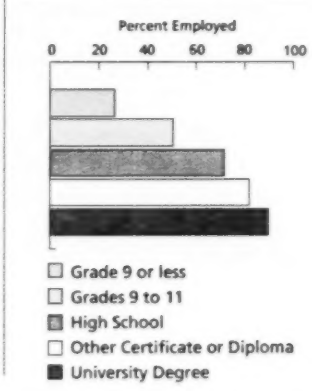
Education

The 1999 *NWT Labour Force Survey* found that:

- Eight of every 10 members of the NWT labour force with a high school, college or university-level education are employed.
- Fewer than four of every 10 people in the NWT labour force who have not completed high school are employed.

Figure 4

Employment Rate by Level of Education, NWT, 1999

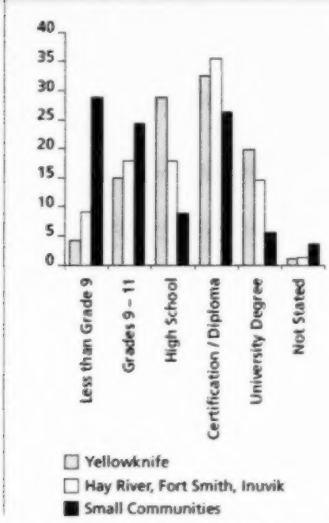


Source: NWT Bureau of Statistics, 1999 Labour Force Survey

Among those adults who have not completed high school, more than one-half (54%) live in small communities. Slightly more than one-quarter (27%) live in regional centres and 18% live in Yellowknife.

Figure 5

Educational Attainment by Community Type

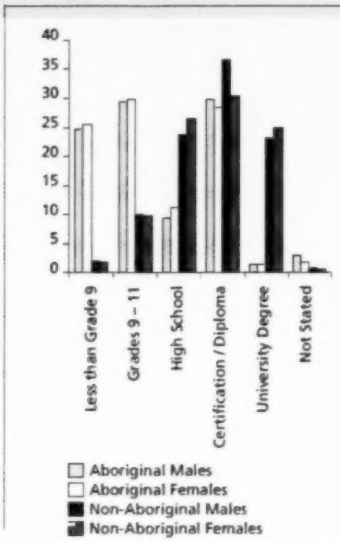


Source: NWT Bureau of Statistics, 1999 Labour Force Survey

Between 1991 and 1999, the portion of NWT adults with less than Grade 12 fell from 40% to 32%. Compared to other northerners, education levels among NWT Aboriginal adults have improved the most. Still, Aboriginal adults have lower levels of education than non-Aboriginal people of working age. A range of factors may account for these differences, including less access to education or poor educational experiences in the past, lack of understanding of the relationship between formal education and success in today's society, strained social-economic circumstances, or cultural influences. Today, over one-quarter of NWT Aboriginal adults have less than Grade 9 and a further 29% have not completed high school.

Figure 6

Educational Attainment by Gender and Ethnicity



Source: NWT Bureau of Statistics, 1999 Labour Force Survey

Employment

Northerners who have improved their education levels are in a better position to take up employment opportunities and participate in their communities. Today, more Aboriginal people are seeking wage employment. In addition, women in the NWT, particularly Aboriginal women, are achieving higher levels of education and more are seeking work in non-traditional occupations.

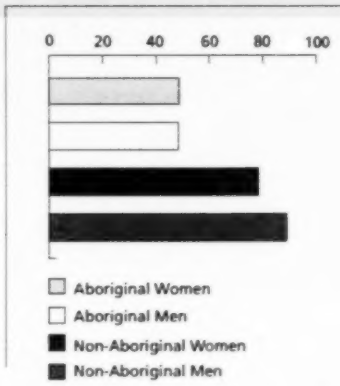
Between 1989 and 1999, the employment rate for Aboriginal women increased by 9% but among Aboriginal men the rate grew by only 2.6%. More Aboriginal women than men are now employed. Many have taken up positions in community government, social services, health services and educational organizations.

Northern workers are becoming more mobile and willing to leave their communities to work or further their education and training. More workers and employers understand the relationships between education, good health, well being and

meaningful labour force participation. NWT persons with disabilities, who may not have pursued education, training or work opportunities in the past, are now exerting their right to fully participate in society.

Figure 7

NWT Employment Rate by Gender and Ethnicity



Source: NWT Bureau of Statistics, 1999 Labour Force Survey

NWT Labour Supply

The *NWT Labour Force Development Plan: 2002-2007,* will pursue a wide-variety of adjustment measures that will help working age adults, particularly unemployed and underemployed persons, including youth, to manage or overcome those circumstances that limit successes in education, training and workplaces.

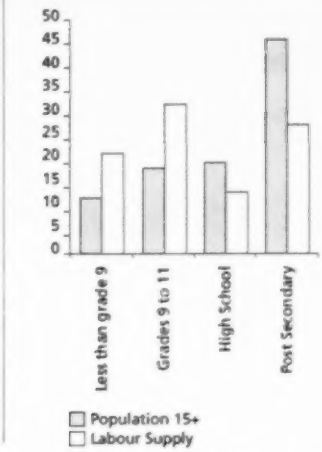
Persons Unemployed and Wanting to Work

In 1999, there were 5,158 NWT adults who were unemployed and/or wanting to work. These adults:

- are mainly people of Aboriginal ancestry (77%).
- are more likely to be male (54%) than female (46%).
- are young (72% are between 15-39 years of age).
- mainly live in small NWT communities.
- have lower levels of formal education than the general population and are likely to lack adequate literacy skills (50% have not completed high school).
- have some work experience and some type of training certificate, often an administrative or bookkeeping certificate.
- may be limited in the usual activities of daily living due to some degree of disability either of their own or of a family member who they care for.

Figure 8

Education Level of NWT Working Age People Compared to NWT Adults Unemployed and Wanting Work



Source: NWT Bureau of Statistics, 1999 Labour Force Survey

Youth

The NWT's labour supply is growing annually by about 600-700 people. Most people entering the labour force are young. While the number of graduates of the NWT school system is increasing, 40% or less of the NWT youth joining the labour force each year have completed high school. For those who lack basic education and have few work skills, these new members of the labour force are at a distinct disadvantage. *"The economic, employment and psychological consequences of early school leaving are greater today than they were ten or twenty years ago and are likely to be even more acute in the coming decade. High school drop-outs will increasingly find themselves*

unemployed, marginalized and looking for work at the lowest levels of the job market." (Towards Literacy: A Strategy Framework 2001-2005, p.13)

Underemployed

The characteristics of NWT adults who consider themselves to be underemployed are unknown. It is likely that they have much in common with youth and adults who are unemployed and wanting to work.

NWT Labour Demand

Employment is spread over a variety of economic sectors. Retail, wholesale and other business and services create the greatest demand for workers. Governments also generate a significant labour demand. Labour demand is produced from the turnover of existing employees, expansion of government and business and development of new industries and services.

The *NWT Labour Force Development Plan: 2002-2007,* will pursue a wide variety of adjustment measures that will help NWT labour to respond to labour demand in the various economic sectors.

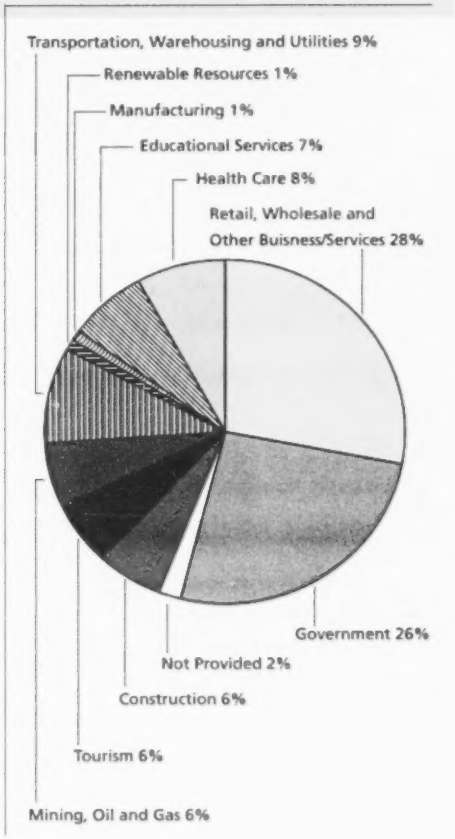
Non-Renewable and Associated Industries

The NWT's economic future described in *Common Ground – NWT Economic Strategy 2000,* identifies dramatic increases in expected labour demand due to expanding and new oil, gas and mineral developments in addition to associated construction and service sector developments.

- Skilled workers are required to develop and operate mines, and transport oil and gas. Workers similar to those employed by the NWT's first diamond mine, Ekati, will be required when a second NWT diamond mine goes into production in 2003. Similar workers might be expected if a third NWT diamond mine is approved for production later in the decade. The current supply of NWT trades people, technologists and professionals is inadequate to meet labour demand in these sectors.

Figure 9

NWT Labour Demand by Industry (New or Additional Jobs), 1999



Source: NWT Bureau of Statistics. Unpublished 1999.

- Diamond sorting, valuation, cutting, polishing and jewellery making are new value-added secondary industries in the NWT. New workers with specialized training that builds on a strong educational foundation are required. These workers may be in short supply, given the low number of new workers coming into the labour market with a high school diploma and employer competition for skilled and knowledgeable labour.

- Recent construction of two natural gas pipelines in the Deh Cho Region has sparked an economic boom. These are the first pipelines to be built in the NWT since the Norman Wells oil pipeline was completed in 1985. Hydrocarbon seismic and drilling programs in the Deh Cho, Sahtu and Beaufort-Delta Regions, optimum market conditions, political support in the NWT for oil and gas extraction as well as increased transportation activities point to a robust and rapidly expanding oil and gas sector. The demand for skilled and highly mobile workers, particularly should a pipeline be constructed through the Mackenzie Valley, could double the NWT labour force for a short period of time. While commitments may exist to hire northerners, an undersupply of skilled NWT labour will likely result in significant labour imports.
- Non-renewable resource activities are stimulating demand for construction, transportation and business services. Increased activity in these sectors and high turnover rates among existing workers could result in as many as 14,000 new jobs in the construction sector throughout the coming decade. Shortages of skilled workers and a lack of individuals with entrepreneurial and management skills may limit the capacity of these sectors to respond to new economic opportunities.
- Increased economic activity in the NWT, mainly as a result of non-renewable resource and associated industries, has resulted in more northerners having a larger disposable income. An increase in disposable income is creating new demand for personal, professional and retail service businesses in NWT communities. One type of business that is greatly needed is banking and financial management services. Entrepreneurial workers with the management skills to operate these businesses are in scarce supply.

Tourism, Utilities, Communications and Manufacturing Industries

- Tourism, utilities, communications and manufacturing industries need workers who have the skills and knowledge to create a competitive edge for their companies. For example, tourism businesses require professional managers and marketers who are able to attract and serve international tourists. Utility, communications and manufacturing industries need skilled technicians and managers who are able to develop innovative technologies and manage diminishing energy and utilities resources more effectively. Steady growth and continued high turnover of workers, particularly in lower paying positions, requires a good supply of trained workers to fill new and existing positions.

Human and Government Services

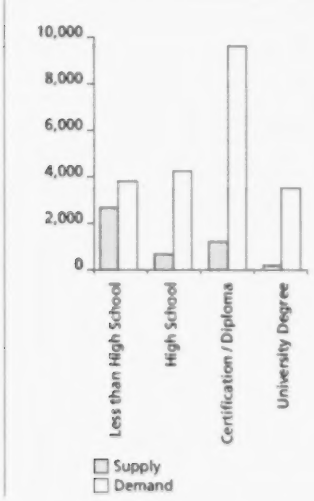
- Non-profit and Aboriginal organizations/councils experience tremendous difficulty attracting and retaining trained, skilled workers. Restructuring of government services, increasing human service demands among aging northern "baby boomers", fiscal restraint and a blurring of public-private-non-government roles and responsibilities are among the factors influencing the demand for labour in human and government service sectors. Currently, the NWT is experiencing shortages of skilled labour to deliver essential health, social and education services in many northern communities. To respond to consumer demand and the need to operate more cost-effectively, different ways of providing services are evolving. New and different ways of providing services are stimulating the demand for workers with strong management, technological skills and specialized knowledge.

In Conclusion

Labour is in demand throughout the NWT. No longer are work opportunities concentrated mainly in Yellowknife, Inuvik, Fort Smith and Hay River. They are distributed throughout the north in different sectors and regions. In all sectors and in all locations, the demand for labour requires a higher level of education than currently exists among NWT adults who are unemployed and wanting a job. Based on estimates of the type of work that might be available this decade and the skills and knowledge that young people are bringing into the labour force, imbalances in the NWT labour market will continue to be a significant issue in the coming decade. This *NWT Labour Force Development Plan: 2002-2007,* will endeavour to reduce these imbalances.

Figure 10

Estimated NWT Labour Supply and Demand to 2010



Source: NWT Bureau of Statistics, 1999 Labour Force Survey

Figure 11

Percentage of Labour Demand Filled by Imported Labour by Industry, 1999

Mining and Oil and Gas Extraction	40%
Health Care	34%
Transportation, Warehousing and Utilities	33%
Educational Services	27%
Retail, Wholesale and Other Business	21%
Tourism	20%
Government	18%
Not Provided	17%
Renewable Resources	16%
Construction	12%
Manufacturing	4%

Source: NWT Bureau of Statistics, 1999 Labour Force Survey

Note: The methodology for calculating imported labour varies. These data should be considered as estimates only.

Employers use a variety of strategies to cope with labour demand when skilled and knowledgeable workers are unavailable in the NWT. Contracting, casual and part-time workers, job sharing, joint ventures and importing labour are examples of these strategies. At the present time, NWT employers hire as many as 5,000 workers, or about one-quarter of the labour demand, from outside the NWT. The vast majority of imported labour have post-secondary education and training. Labour is imported mainly for mining and oil and gas extraction activities; health care, education, and social services; and for work in the transportation, warehousing and utilities sectors. Adjustment measures planned in this document will reduce the dependency of NWT employers on imported labour.

Linking Plans and Strategies

The members of the 14th NWT Legislative Assembly have committed the Government of the NWT to doing its part to improve the quality of life for all people in the NWT. *Towards a Better Tomorrow*, the vision statement of the current GNWT, identified four priorities for action and a fifth one has since been added:

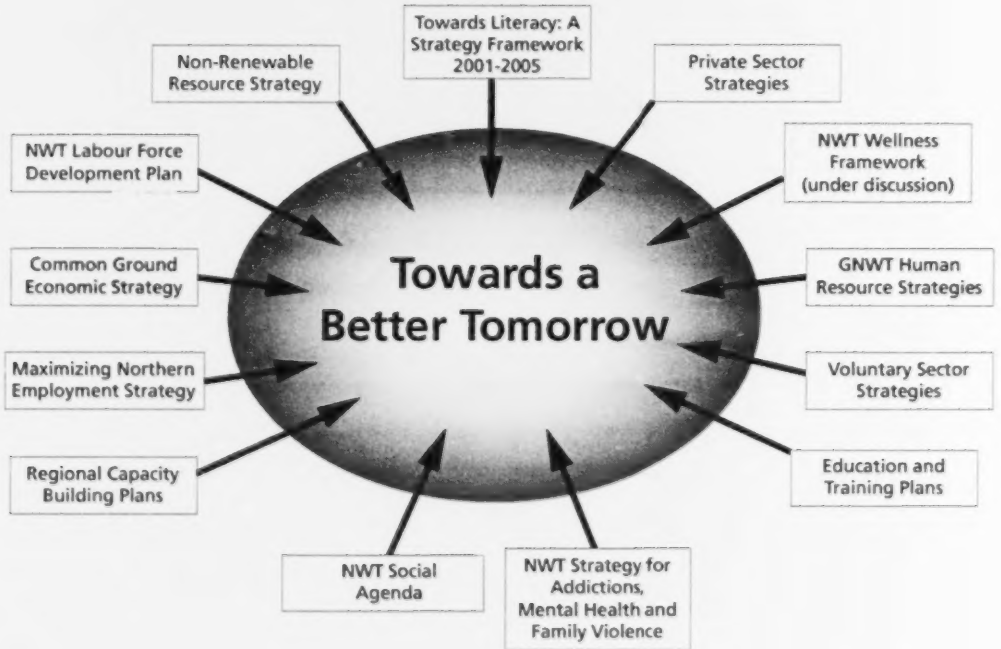
- improved social well-being.
- better governance through partnerships.
- a balanced, diversified, and stable northern-controlled economy.
- self-reliant government at all levels.
- maximizing northern employment.

Common Ground – NWT Economic Strategy 2000, a proposed NWT Social Agenda, Education, Culture and Employment's *People: Our Focus for the Future* strategic framework to 2005 and the *NWT Labour Force Development Plan: 2002-2007*, are among the initiatives that will contribute to a better tomorrow.

Formally or informally, the *NWT Labour Force Development Plan: 2002-2007*, complements virtually all plans and strategies within and outside of government. It is formally linked to *People: Our Focus for the Future*, contributing to the vision of *"a northern education process that enables us to believe in ourselves, govern our own land, pursue meaningful careers and ensure ongoing prosperity to our children and grandchildren."* The Plan shares and contributes to the strategic objectives of *People: Our Focus for the Future*, which are to:

- strengthen and build the overall knowledge and skills of northern people.
- support economic development by preparing northerners for all levels of employment.
- enhance and protect Aboriginal culture.
- facilitate and contribute to community wellness.
- promote participation in community and territorial governance.

Creating a Coherent Framework to Meet GNWT Priorities


Towards Literacy: A Strategy Framework 2001-2005
Non-Renewable Resource Strategy
Private Sector Strategies
NWT Labour Force Development Plan
NWT Wellness Framework (under discussion)
Common Ground Economic Strategy
Towards a Better Tomorrow
GNWT Human Resource Strategies
Maximizing Northern Employment Strategy
Voluntary Sector Strategies
Regional Capacity Building Plans
Education and Training Plans
NWT Social Agenda
NWT Strategy for Addictions, Mental Health and Family Violence

All Northerners Share Responsibility for Labour Force Development

Implementing the *NWT Labour Force Development Plan: 2002-2007,* requires the commitment and effort of all northerners. Everyone must know their responsibilities in order to do their part.

- *Individuals* have responsibility for their own education, training and work choices. They are responsible for acquiring the skills and knowledge to participate in education, training and work endeavours. They develop positive attitudes and motivation to identify and pursue these choices. They also contribute to the costs of their education and training.
- *Families* have responsibility for ensuring that their members have the physical and emotional support to achieve successes in education, training and workplaces. They provide their members with economic and social safety and security, in addition to caring for and supporting them in these endeavours. Families take responsibility for helping members achieve success. This may mean sacrifices and helping to pay education and training costs.
- *Communities* play an active role in defining and responding to needs and priorities among their members. They develop and manage appropriate programs and services. Communities may be a group of people who live in a geographically remote location or who have similar concerns such as the disabled community. They may be a group of people with a similar culture or language such as the Dogrib community or the Gwich'in community. Government or non-government organizations usually represent communities.
- *Employers* have the main role in developing the skills and knowledge of their workers. They invest in and provide opportunities for workers to enter and be successful in their workplaces. They adopt practices of equity and work with governments to establish occupational standards. Employers provide input into education and training curricula to enhance program relevancy. They develop human resource plans and develop partnerships with schools, communities and others to build a labour force to meet their needs.
- *Educational institutions* at all levels are accountable to students and the general public for the delivery of quality and relevant programs or services. They are evaluated on the results achieved, graduate students with the skills and knowledge to effectively participate in society, and offer programs to meet the needs of individuals, communities and society as a whole.
- *Governments* adopt legislation, policies, standards and guidelines that direct public programs and services including labour force development. They have primary responsibility for ensuring that all people are treated fairly and equitably and have access to the education and training needed to participate in society. Governments work to develop programs that are financially sustainable and accountable. They provide tools and resources to employers, the general public and communities to facilitate successful activities. They monitor and evaluate public expenditures and take a lead role in program coordination and planning.

The GNWT is committed to working with other stakeholders to maximize investments in labour force development and ensure successful outcomes from that investment. The GNWT will continue to invest and to seek new financial, infrastructure and human resources to ensure the successful implementation of the *NWT Labour Force Development Plan: 2002-2007.* The GNWT will ensure that the $4.6 million *Labour Market Development Agreement,* $6.5 million *Maximizing Northern Employment Strategy* and the $2.4 million investment in the *Towards Literacy: A Strategy Framework 2001-2005,* are expended in a manner that complements *NWT Labour Force Development Plan: 2002-2007,* activities.

Together We Can Make a Difference

In its vision paper *"Towards a Better Tomorrow"*, the GNWT has expressed its commitment to partnerships as the way to maximize opportunities for northerners. The updated *NWT Labour Force Development Plan: 2002-2007,* follows this direction for building and enhancing skills and knowledge among working age northerners.

Labour Force Partnerships

A partnership is a formal relationship for mutual benefit. Partnerships are formed for a variety of reasons, to:

- take action, solve problems or share limited resources.
- satisfy a request, often from a funding body.
- ensure that different perspectives and commitments are brought to bear on a problem.
- build on activities or projects that have already had some successes.
- avoid duplication, share clients or simplify access to services.
- undertake an activity that cannot be done alone.
- share responsibilities without significantly increasing costs.
- bring in more money, expertise, infrastructure or people to get a job done.

Successful labour force development partnerships have common characteristics.

- Each partner is willing to share common goals and to invest in the work of the partnership.
- Partners have a global or territorial perspective on labour market issues as well as a good understanding of local needs and priorities.
- Partners have good literacy skills, life skills, wellness and cross-cultural awareness.
- Partners practice good communications and show good will, trust and respect to each other.
- Partners know their roles, their responsibilities, and why they are part of a partnership. All partners work hard to fulfil their responsibilities on behalf of the whole group.
- Partners spend time in discussion to develop a partnership arrangement that meets everyone's needs. They know that agreements help partnerships to focus on roles and responsibilities, milestones, deliverables and monitoring activities.

Keeping Track

The 1997 *NWT Labour Force Development Plan- A Workable Approach* was reviewed and evaluated by a cross-section of NWT business, government, non-government, professional, industry and education organizations. Their review provided the basis for the *NWT Labour Force Development Plan: 2002-2007*. This multi-sector approach to labour force development planning is critical to developing good plans, and to ensuring accountability. The Minister of Education, Culture and Employment is committed to hosting annual multi-sector labour market consultations and reporting on the results of labour force development activities. In 2007, the Minister will involve representatives from all NWT economic sectors to participate in a comprehensive review of the *NWT Labour Force Development Plan: 2002-2007*.

Monitoring and Evaluation

The *NWT Labour Force Development Plan: 2002-2007,* has a strong emphasis on monitoring and evaluating results. Monitoring and evaluation will guide decision-making and investment.

The updated Plan also focuses on involving stakeholders in the design, delivery, monitoring and evaluation of labour force development activities. These activities will be based on:

- thorough needs assessments,
- clearly defined objectives and measurable targets,
- realistic indicators, and
- clear statements of expected outputs and outcomes.

Accountability

Accountability means that the activities associated with labour force development are made known to all stakeholders. The *NWT Labour Force Development Plan: 2002-2007,* encourages communication and information flow among stakeholders. It also stresses documentation and communication of best practices. Adherence to these requirements is fundamental to accountability.

Appendix A – Implementation Plan and Schedules

Building a Foundation

Basic Education

Policy & Strategic Initiatives	2002/03	2003/04	2004/05	2005/06	2006/07
1. Promote the *Adult Literacy and Basic Education Directive* (ALBE) and *Towards Literacy: A Strategy Framework 2001-2005* to non-government organizations delivering these services.					
2. Support the implementation of the standardized ALBE curricula and quality standards.					
3. Document and promote best partnership practices and models.					
4. Encourage partnerships within and between NWT regions.					
5. Continue to use the *NWT Income Assistance Program* as a program of last resort for persons seeking to acquire basic education.					
6. Strengthen Career Centre and Canada/NWT Service Centre relationships with NWT schools, Aurora College campuses, community learning centers, and community and AHRDA groups.					
Community Support and Programming Initiatives					
7. Support DECs and DEAs to deliver high quality high school programs in all communities.					
8. Deliver, monitor and expand basic literacy education programs using electronic learning tools.					
9. Assemble and dispatch mobile computer labs.					
10. Continue to target *Community Skills For Work* projects at community projects incorporating literacy and basic education.					
11. Develop, support and promote workplace literacy programs in conjunction with the proposed Workplace Education Committee.					
12. Document, promote and recognize best workplace literacy practices.					
13. Continue to work toward an interconnected service system that includes basic education and literacy programs.					
14. Promote case management as an approach for improving program linkages.					

Blue indicates enhanced initiatives. Black indicates new initiatives.

Career Services

Policy and Strategic Initiatives
2002/03
2003/04
2004/05
2005/06
2006/07
1. Support the consistent implementation of the Departmental Directive for Career Development Across the Lifespan.
2. Pursue discussions with potential partners with the view to integrating career and employment services in more NWT communities.
3. Train front-line staff in career action planning and follow-up and to use new career service tools.
Community Support and Programming Initiatives
4. Strengthen, promote and make the Career Development Certificate Program more widely available.
5. Encourage professional development among front-line service providers in order to refresh career services skills.
6. Review and update the ECE-Aurora College career services agreement and investigate opportunities for similar agreements with other groups.
7. Expand career development support to student success centres.
8. Track career services clients and intervene as required.
9. Monitor the impacts of CTS.
10. Sponsor new high school career services programs in one DEC area each year.
11. Document and promote successful career development activities.
12. Launch and monitor an internet career counseling service.

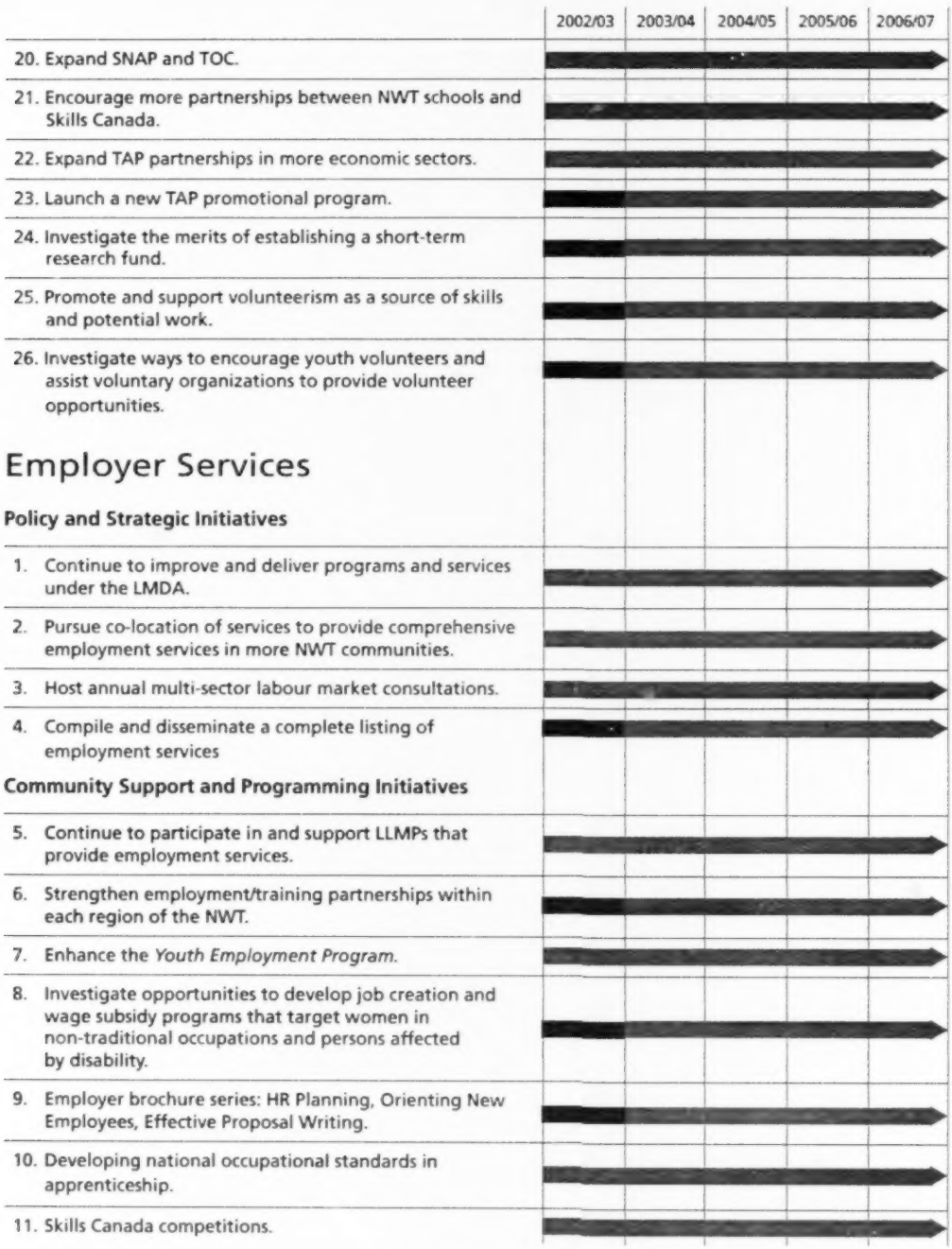
Blue indicates enhanced initiatives. Black indicates new initiatives.

Skill Enhancement

Skills Training

Policy and Strategic Initiatives	2002/03	2003/04	2004/05	2005/06	2006/07
1. Continue public investment in skills training programs.					
2. Continue to develop NWT occupational standards linked to national standards.					
3. Apply PLAR to more Aurora College programs.					
4. Increase the number of community deliveries using mobile welding trailers.					
5. Investigate feasibility of establishing a training center in Hay River.					
6. Implement new science curricula.					
7. Strengthen SNAP and TOC programs.					
8. Develop trades and occupational specific Science courses for use in all NWT secondary schools.					
9. Document and promote best practices to enhance the profile of existing training awards.					
10. Continue to assist in the development of skills inventories.					
11. Encourage sector-specific human resource development plans.Ongoing/enhanced initiatives New initiatives					
12. Evaluate employment programs under the *Maximizing Northern Employment Strategy.*					
13. Maintain, update and expand community profile data.					
Community Support and Programming Initiatives					
14. Continue to work with northerners to incorporate traditional knowledge within the curriculum of more training programs.					
15. Through partnerships, expand professional and technology training programs.					
16. Expand cooperative education opportunities.					
17. Build a bank of cooperative education opportunities.					
18. Develop a program of incentives to encourage employers to provide cooperative education opportunities.					
19. Engage more employers to participate in SNAP, TAP, TOC, OTOJ, TOJ, ATOJ and TCY.					

Blue indicates enhanced initiatives. Black indicates new initiatives.


2002/03
2003/04
2004/05
2005/06
2006/07
20. Expand SNAP and TOC.
21. Encourage more partnerships between NWT schools and Skills Canada.
22. Expand TAP partnerships in more economic sectors.
23. Launch a new TAP promotional program.
24. Investigate the merits of establishing a short-term research fund.
25. Promote and support volunteerism as a source of skills and potential work.
26. Investigate ways to encourage youth volunteers and assist voluntary organizations to provide volunteer opportunities.

Employer Services

Policy and Strategic Initiatives

1. Continue to improve and deliver programs and services under the LMDA.
2. Pursue co-location of services to provide comprehensive employment services in more NWT communities.
3. Host annual multi-sector labour market consultations.
4. Compile and disseminate a complete listing of employment services

Community Support and Programming Initiatives

5. Continue to participate in and support LLMPs that provide employment services.
6. Strengthen employment/training partnerships within each region of the NWT.
7. Enhance the *Youth Employment Program.*
8. Investigate opportunities to develop job creation and wage subsidy programs that target women in non-traditional occupations and persons affected by disability.
9. Employer brochure series: HR Planning, Orienting New Employees, Effective Proposal Writing.
10. Developing national occupational standards in apprenticeship.
11. Skills Canada competitions.

Blue indicates enhanced initiatives. Black indicates new initiatives.

Supporting Change

Income and Personal Support Services

Policy and Strategic Initiatives	2002/03	2003/04	2004/05	2005/06	2006/07
1. Continue efforts to improve access to and reduce duplication in income and personal support services.					
2. Clarify and communicate roles and responsibilities for income and personal supports.					
3. Identify and eliminate gaps in income and personal support services.					
4. Continue to provide outreach services through other governments and community agencies.					
5. Encourage more liaison and coordination among service providers.					
6. Develop and disseminate a checklist of financial, personal and family supports available in each community.					
7. Ensure public understanding and the smooth integration of social housing and Income Assistance programs.					
8. Participate in LLMPS to ensure adults have access to an integrated and comprehensive system of income, personal and wellness supports.					
9. Implement initiatives to ensure adults with disabilities are adequately supported to achieve education, training and workplace successes.					
10. Implement a 'filtering lens' to ensure GNWT programs/services are accessible and appropriate to persons with disabilities.					
11. Conduct ongoing reviews and monitoring of income and personal supports.					
Community Support and Programming Initiatives					
12. Continue to support community service deliverers to ensure compliance with legislation and regulations, and appropriate response to community needs.					
13. Continue to use the Healthy Children Initiative (HCI) as one mechanism for working together to meet the needs of at-risk individuals and families.					
14. Monitor use and demand for financial assistance by individuals seeking education and training.					
15. Develop healthy workplace programs.					

Blue indicates enhanced initiatives. Black indicates new initiatives.

Labour Market Information

Policy and Strategic Initiatives	2002/03	2003/04	2004/05	2005/06	2006/07
1. Develop a *Job Futures* document, which identifies NWT labour market trends and activities.					
2. Enhance the NorthWIN web site.					
3. Update and expand information collected in the 1996 *NWT Employers Survey.*					
4. Disseminate and promote essential and employability skills information.					
5. Continue to implement and modify the *Aurora College Graduate Follow-up Survey.*					
6. Use NorthWIN to communicate results of the *Graduate Follow-up Survey.*					
Community Support and Programming Initiatives					
7. Continue to produce the annual youth career planning tabloid, *Career Scapes,* labour market newsletter, *Work Scapes.*					
8. Continue to produce plain language career and work information booklets.					
9. Implement the recommendations of the feasibility study into an electronic labour exchange.					
10. Continue to prepare career development resources.					
11. Publish an annual planning document that contains current NWT demographic data.					

Blue indicates enhanced initiatives. Black indicates new initiatives.